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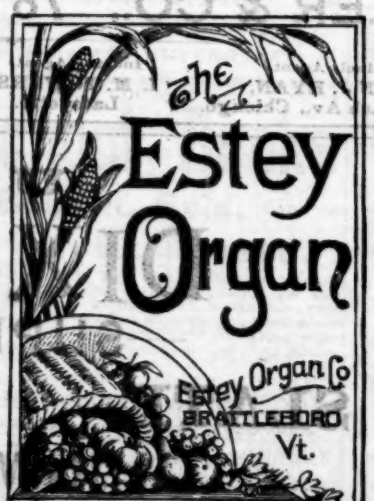
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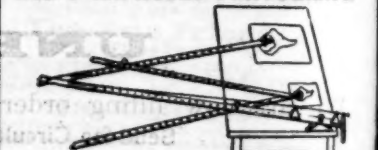
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New York, October 13, 1883.

WITH SUPPLEMENT.

TREASURE TROVE, FOR OCTOBER.

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SPECIAL NOTICE.

On and after Jan. 1, 1884, the price of the JOURNAL to subscribers who do NOT pay in advance will be \$2.50 per year. The price to those who pay in advance will be the same as heretofore, \$2.00.

SUPT. A. J. Rickoff has resigned the superintendency of the schools at Yonkers, his work on his publications demanding all his time. The Board of Education passed handsome and deserved resolutions of appreciation, and elected L. W. Day, of Cleveland, his successor; salary \$3,750.

Is crime on the increase? It is asserted by those who have carefully examined statistics, that this is not the case. The past seven years, Mr. Charles L. Brace says, witnessed a diminution of crime fully twenty-five per cent. The influence of the war is over; the effect of our schools and reformatory institutions is beginning to be felt.

ONE of the most useful men in this world was Father Matthew, and as time goes on his great work will be recognized. Oct. 10 is the anniversary of his birthday; and it is proposed in this city to erect a statue to his memory. A meeting is to be held in Cooper Institute, and an address is to be delivered by Rev. Dr. McGlynn, pastor of St. Stephen's church, himself an ardent advocate of reform. We call attention to this to emphasize the fact that if the ideal generation is not to be intemperate, the ideal boys and girls who will compose it will be taught temperance. Let the teacher teach temperance at all hazards.

Is this age irreligious? We do not think so. We think that what has been called religion is not so highly valued as it has been, but we believe that real religion is growing in this country, and sound morality too. That some people deny the authenticity of the Scriptures, is true of this age, and has been true of every age since they were written; by the use of the press they scatter their opinions, but the sound judgment of mankind, and the instinctive impulse to seek the Father of our spirits will prevail. Have those who mourn over the degeneracy of the times ever stopped to think whether the means employed to educate men morally and spiritually, too is well adapted to the purpose? Ought not the church to correlate itself to these changed times? We look on the church as a school in religion and morality, and ask is it in its best form when four prayers, two sermons and six hymns sum up the entire program for seven days? The hymns are frequently sung by the choir; the sermons often have little reference to practical life. In this age of intelligence the church must be intelligible. Let the preacher study to become a teacher of religion and morality. Let him make his church a school where men and women are sure to get

valuable instruction on these subjects, and he will have hearers, and the age will not be charged with irreligion, though they may be irreligious people.

DO YOU KNOW A GOOD TEACHER?

Wordsworth has told us that the boy is the father of the man; but he has left us entirely in the dark as to the other parent. Perhaps it will not be assuming too much on an occasion like this if we should affirm that the school is his mother. During the most impressive years of life it is she who has the training of his faculties, and the formation of his character, so far as it is not already settled by hereditary bent. Now, in the making of a good school, two factors are essentially necessary. The first of these is the teacher, and it is certainly true that a genius for teaching is as rare, if not more rare, than any other form of the divine gift. It implies a combination of qualities so uncommon and so delicately adjusted to each other that their meeting in one man is little short of a miracle. He must unite in himself elements as seemingly incompatible as fire and water; he must have in him something of the fervor of youth, and something of the judicial coolness of age; he must know both how to inspire wholesome, and how to moderate unhealthy, enthusiasm. He must have a fund of life in him ample enough to withstand and survive such discouragements and disillusiones a few other callings have to cope with. He must work mainly on an unwilling or even refractory material. Even his successes must be largely posthumous, and his consolations mainly borrowed of the future.—JAMES RUSSELL LOWELL.

Many an undergraduate has been compelled to go limping and stumbling through his college course of studies, just because he was spoiled as a scholar in the academy or grammar school. His lack of intelligent and thorough preparation comes ever more painfully out as he advances, until often it seems that he is a kind of Esau, who has bartered away his birthright to the first rank in education, and who can find no place for repentance though he seek it under coaching classmates or private tutor. Nor is this all. Not a few boys, whose parents have the means and the strong desire to give them all the benefits of solid learning with a view to professional life, have been so utterly discouraged by the reckless indifference or block-headism or the ill-timed sarcasm or slow-moving sympathy or all combined of the primary teacher, that they have lost all taste for books, and been driven out of the school-room to enter upon some business or trade, handicapped by their own ignorance during their whole subsequent lives. Such persons may not be quite aware of the delinquencies of the teacher, or what the trouble with them exactly is. They may even generously assume all the blame of their alleged stupidity, and mourn over their "born disinclination" to mathematics and the laws of grammar, and the subtleties of the "ologies," etc., etc.; and yet all the while the real difficulty lies in the incapacity or willful neglect of the teacher. It was precisely such a dolt of a teacher who pronounced Richard Brinsley Sheridan, when a lad, "a most impenetrable dunce," and who has hung the millstone of his own stu-

pidity around the neck of many a youth, who would have been bright enough and studious enough, if he had only been skilfully managed. Knowledge is in itself so attractive, and its results are so intuitively felt to be precious and desirable that every child almost without exception, can be inspired under the right kind of training to love and seek it; and the aptitude to inspire a thirst for knowledge is as much a part of the teacher's office as ability to explain a problem, or patience to repeat the essential points of a lesson. This aptitude to inspire constitutes the distinguishing difference between teachers, and explains why under one teacher who has it not, certain pupils would rather do anything in the world than go to school; while the same pupils under a teacher who has it will surprise their friends and themselves too, with their educational progress, and their strange delight in it. Let parents and guardians take care to choose good teachers.—*Christian at Work.*

For the SCHOOL JOURNAL.

THEORY AND PRACTICE.

BY LUCY A. YENDES.

These two—so often at variance—should go hand in hand, like faith and works, the one being incomplete without the other. Theories should not be so finely spun as not to be practical; and practice should be founded on some well recognized theory. If Theory soars too high, her wings should be clipped by Practice, and if Practice becomes disorderly, Theory must use her persuasive influence toward a different system. Theory is the watcher on the mountain top who sees the necessities of the plain below where Practice is the sturdy tiller, and who, being always on the same level, fails to get a just idea of the grand whole. Surrounded by needs that are not only real, but visible within her limited horizon, Practice would soon forget that every step up reveals new matter and manner, were it not for the pioneer duty that Theory is always doing and reporting for her.

Many otherwise good teachers constantly forget or ignore this, and either give themselves up to testing or promulgating some impossible theory, or else run into the other extreme that makes a veritable Thomas Gadgrind of them, and they will live to doubt the efficiency of their work and repent its results as sincerely as he. No one can be successful if willing to merge his own individuality in that of another (or others) by being a mere imitator; and yet no teacher should be so intensely practical in his work as to be unable to inspire his pupils with enthusiasm. Pedagogy is a broad field, and the successful laborers in it are comparatively few, and they are "worthy of their hire," since they must know how to assimilate theories and make them practical—to the lasting benefit of their schools. They do not adopt a thing unhesitatingly simply because it is new, nor do they deride it for no better reason. They sift out and retain the best, letting the inferior ones go as chaff in the wind.

And such teachers are always in demand. They command a salary, too, when drones, drudges and dreamers cannot even get a subordinate position. Is there anything of significance in this fact for the JOURNAL readers? "Will it pay?" is a practical question—and the only true answer is: "Thorough preparation always pays." It may even be a question of bread and butter; and those teachers will get the best bread with the most butter on it who will make a study (a conscientious study) of their work, and bring their best efforts to bear upon it. Like any other commodity they will only bring market price, and inferior grades will always be laid on the shelf during times of promotion, change or economy. It pays to do well whatever is done at all, even in a thing of so little importance as teaching school! And to attain the very best results, theory and practice must be united in developing each teacher's plan into a symmetrical, well organized, well finished work.

The poet Longfellow's estate has been appraised at \$356,320.80.

CHRISTIAN EDUCATION.

The Catholic clergy at an important council lately held in this city, set forth their views on what they term Christian Education. They say: "Now, it is quite certain that a race of Christian children can be secured only by a Christian education. Christian virtues do not grow spontaneously in the soul. They are the result of careful and constant culture; and this must begin in the early dawn of childhood.

"This is your glory, Christian parents. To you is confided the wonderful privilege of training the immortal souls of your children, to fulfill here below the duties assigned to them by their Heavenly Father, that they may receive from His hands an eternal crown in heaven. No one can fully replace you, nor can you resign your rights to others. Take, then, the same care, at least, of your children that a skilful gardener would take of delicate flowers, which he knows are much prized by his master. Give them a healthy atmosphere in your homes. They cannot live in foul or vitiated air—the air of immorality and vice, the air of wilful ignorance of their duties. You would not willingly allow them to remain where fever is raging, where a plague or the cholera is mowing down its victims. Why, then, expose them to the still fouler, still more deadly atmosphere of intemperance, or hatred, or anger, or lust? Make your homes cheerful, as true Christian homes ever are, by the sunshine of gentleness and love. Make them holy by the example of your piety—more efficacious than precept. Render your homes true temples where the hearts of your children will feel the constant presence of a loving God and Saviour.

"Now, as you cannot easily provide in your homes for the entire training of your children, even when aided by the religious instructions of the Church, it becomes your imperative duty to send them to Christian schools, that they may grow in Christian virtues, as well as in the various branches of secular knowledge suitable for their advancement in the world.

"The supreme pontiffs have again and again, with no faltering accents, but in clearest tones, proclaimed from their high place of authority—the watch tower on which Christ has placed them to guide and direct the entire Church—the absolute necessity of making education more Christian; and it has been clearly decided by their superior power that no Catholic, of whatever rank or condition he may be, can approve of any system of public instruction from which religion is totally excluded." But even if the voice of the Church were not so clear, your own experience should save you from the crime of sending your children to godless schools. See how infidelity and impiety are stalking over the land. See how contempt for authority, self seeking and dishonesty, complete disregard for moral obligations and other kindred evils, are increasing so rapidly and assuming such gigantic proportions that men stand aghast at the prospect and are filled with alarm for the future destinies of our country. Thoughtful men of every religious denomination, are beginning to realize this danger, and many voices are now heard throughout the land deploring the evils which the want of religious instruction in the training of children is already bringing upon us. Schools without religion have been in existence long enough for even the least observant of men to be able to judge of their results. Their shortcomings in other respects have been often pointed out by others. By their fruits ye shall know them.

"This question of religious education is the paramount question of the day, on the solution of which our destiny as a Christian people must depend; for, as it has been well said by a deep thinker, 'we may just as well expect a harvest without sowing seed as to expect a Christian people without Christian education.' The Catholic school sows the good seed in the hearts of your children, to bear in after years glorious fruits for our country and for religion. Until such time as a sense of justice will force our fellow-citizens to admit the fairness of our claims, and realize the

injustice of taxing us for schools to which we cannot conscientiously send our children, unless in cases of extreme necessity, we shall be obliged to build our own schools, even out of our scanty resources. Be zealous, then, dear brethren, in establishing such schools. Build them where they do not exist. Support them generously where they are already established; develop them, increase their usefulness, so that they may be in no respect inferior to any others."

No one can read these words without feeling their truth and power. The noblest sentiment and advice breathes in every line. But here are two things: First, Christianity and education in the three R's are not necessarily connected; Christianity was not propagated in the schools for many centuries. Second, when the general public unite to secure education (call it secular if you must), the "training of the immortal soul to fulfill its duties here so that it may receive an eternal crown in heaven," must be left to the father and mother. No one can replace them, as the Council so nobly says, nor can they resign this right to others. The Council did well to say that the home must be made a true temple where the presence of a loving God and Saviour should be felt; that the children must be brought to hear the divine Word that will enlighten their souls, understandingly.

That schools from which religion is excluded must be the American and English is a settled fact; it has been tried and found to be productive of good results. The "contempt for authority," etc., complained of, is not the result of confining the public schools to the sole business of secular education. Other causes are at work.

And, finally, the Catholics of this country are slowly perceiving that our present system is substantially the best that can be devised. It is not without defects. A very large number of the teachers are appointed who lack in ability to give instruction in the morality that must exist whether Christianity does or not; it has become too much a "knowledge-imparting" and not a "character-forming" business. Nevertheless it has the germs of greatness in it, and to-day is the great bulwark of the Christian religion.

CONSTRUCTIVE EDUCATION.

BY CHAS. G. LELAND.

The Philadelphia system of industrial art teaching attempts, first, to find out what kind of manual labor are really adapted to all boys and girls whatever, especially to those under 14 years of age, and, secondly, whether it be possible to introduce some method of teaching them in all schools, in families, and to individuals. Extensive travel and earnest study of this subject during many years taught me that, while children cannot learn mechanical trades without detriment to mental studies or health, they can easily acquire the minor or decorative arts, including that of decorative design, which is the basis of them all. I have never found in any country that girls, or weak or very young boys could with "humanity" be set at shoemaking, weaving, or factory work; but they can all learn outline design and modeling in clay in a few weeks or months, and this to a degree that would astonish even an artist who did not know of what children are capable. They can also carve wood, embroider, work in leather, and emboss sheet brass. That all of this can be well done by pupils only ten years of age, is being shown to all those who choose to visit my Philadelphia school.

It is strongly urged against this system that it teaches only art and "fancy work," that it is therefore useless, and above all that what boys want is a good practical education by which they may make a living. Now this is very true. Boys do need a practical education. But to teach an average girl or boy of ten or eleven or even twelve years a trade is impracticable and visionary. The practical men had the experiment all to themselves in their own way for many years in Pennsylvania, as in other places, long before they were troubled with visions of art, but they did not succeed with the little ones.

EDUCATIONAL METHODS.

(From Payne's Lectures.)

3. "A good method comprises Analysis and Synthesis."

"Analysis is the method of Nature, presents a whole, subdivides it into its parts, and from particulars infers a general truth. By analysis we discover truths; by synthesis we transmit them to others. . . . Analysis, consistently with the generation of ideas and the process of nature, makes the learner pass from the known to the unknown; it leads him by inductive reasoning to the object of study, and is both interesting and improving, as it keeps the mind actively engaged. Synthesis (Mr. Marcel here means the synthetic process of the teacher; there is a little confusion in his statement), on the contrary, which imposes truths, and sets out with abstractions, presents little interest, and few means of mental activity in the first stages of instruction. . . . It is, however, necessary for completing the work commenced by analysis. In a rational method we should follow the natural course of mental investigation; we should proceed from facts to principles, and then from principles down to consequences. We should begin with analysis, and conclude with synthesis. . . . In the study of the arts, decomposition and recomposition, classification and generalization, are the groundwork of creation [i.e., of invention]."

4. "A good method is both practical and comparative."

Mr. Marcel, who has in view especially the learning of language, means, that there should be both practice founded on imitation and comparison, conducted on by the exercise of the reasoning powers. "The former," he says, "exercises the powers of perception, imitation and analogy; the latter, those of reflection, conception, comparison and reasoning; the first leads to the art, the second to the science, of language. . . . The one teaches how to use a language, the other how to use the higher faculties of the mind. The combination of both would constitute the most efficient system." (It is needless to say that our model lesson on teaching elementary science presented both these characteristics.)

5. "A good method is an instrument of intellectual culture."

This is little more than a repetition of the previous statements. However, Mr. Marcel, in insisting that a good method should cultivate all the intellectual faculties, further remarks, that "through such a method the reasoning powers will be unfolded by comparing, generalizing and classifying the facts of language, by inferring and applying the rules of grammar, as also by discriminating between different sentiments, different styles, different writers and different languages; whilst the active co-operation of attention and memory will be involved in the action of all the other faculties."

Such are, according to Mr. Marcel, who only represents all the writers of any authority on the subject, the main criteria of a good method of teaching. It is obvious that, though he has chiefly in view the teaching of languages, they strikingly coincide with the deductions we gathered from observing the pupil's own method of learning elementary science. The conclusion, then, appears inevitable, that the characteristics of a good method must be the same whatever the subject of instruction, and that its goodness must be tested by its recognition or non-recognition of the natural laws of the process by which the human mind acquires knowledge for itself.

Having thus indicated the main criteria of a good method of teaching, I shall employ the remainder of our time in the exposition and criticism of the methods of a few of the masters of the art.

I begin with Roger Ascham's method of teaching Latin, a method characterized by Mr. J. B. Mayor (himself a high authority on education), in his recently published valuable edition of "The Scholemaster," as "the only sound method of acquiring a dead language."

Ascham gave his pupils a little dose of grammar to begin with. He required them to learn by heart

about a page of matter containing a synopsis of the eight parts of speech, and the three concords. This was the grammatical equipment for their work. He then took an easy epistle of Cicero. What he did with it may be best learnt from his own words. "First," he said, "let the master teach the child, cherefullie and plainlie, the cause and matter of the letter [that is, what it is about], then let him construe it into Englishe, so oft as the childe may easilie carie awaie the understanding of it. Lastlie, parse it over perfitlie. [The teacher, it is seen, supplies conventional knowledge—the English words corresponding to the Latin—which the child could not possibly find out for himself, and strictly applies the modicum of grammar already learnt.] This done thus, let the childe, by and by, both construe and parse it over againe; so that it may appeare, that the childe douteth in nothing that his master taught him before. [This is the reproductive part of the process, involving a partial, mechanical synthesis.] After this, the childe must take a paper booke, and, sitting in some place where no man shall prompt him, by him self, let him translate into Englishe his former lesson. [This is a test of sound acquisition, and involves a more definite synthesis.] Then showing it [his translation] to the master, let the master take from him his Latin booke and pausing an houre, at the least, than let the childe translate his owne Englishe into Latin againe, in another paper booke. [This is the critical test, the exact reproduction by memory, aided by judgment, of the knowledge gained by observation and comparison.] When the childe bringeth it turned into Latin [his retranslation] the master must compare it with Tullies booke [the Latin text of the epistle], and laie them both together; and where the childe doth well, either in chosing or true placing of Tullies words, let the master praise him, and saie, Here ye do well. For I assure you there is no such whetstone to sharpen a good witte and encourage a will to learninge, as is praise." [This last part of the process is especially valuable, involving the correction of faults in the presence of the model, the pupil being really taught, not by the arbitrary dictum of the master, but by the superior authority of the masters's master, the author, himself.]

In this way, supplying additional grammatical knowledge by the law of exigence, just when it is needed, the teacher finds in the text thus carefully "lessoned," studied and known by the pupil, "the ground," as Ascham puts it, "of almost all the rewles that are so busilie [anxiously] taught by the master, and so hardlie learned by the scholar, in all common scholes; which after this sort the master shall teach without all error [because founded on facts present to view], and the scholar shall learn withoute great paine; the master being led by so sure a guide, and the scholar being brought into so plaine and easie a waie. And, therefore" he proceeds, "we do not contemne rewles, but we gladlie teache rewles; and teache them more plainlie, sensible, and orderlie than they be commonlie taught in public scholes."

We see in Ascham's method, that the concrete preceded the abstract; the particulars, the generalization; the examples of language, the grammatical rules. He was thus carrying out the spirit of Dean Colet and Cardinal Wolsey, who had insisted, to use the words of the former, that if a man desires "to attain to understand Latin books, and to speak and to write clean Latin, let him above all busily [carefully] learn and read good Latin authors of chosen poets and orators, and note wisely how they wrote and spake, and study alway to follow them, desiring none other rules but their example." After much more to the same effect, he ends his instructions to the masters of St. Paul's School, by urging that "busy [careful] imitation with tongue and pen more availeth shortly to get the true eloquent speech, than all the traditions, rules, and precepts of masters." Cardinal Wolsey uses nearly the same words in his directions to the masters of Ipswich school.

Into the further details of Ascham's method, so quaintly described in the "Scholemaster," I cannot enter, except to say that, after a long training in

I have conducted this experiment without making a cent by it, for the purpose of testing human capacity. I have learned by it that, as the flower prepares the fruit, art work in children is a proper preparation for more practical callings. Outline design and modelling qualify children to become useful in all factories where any kind of casting or shaping anything to graceful forms is required. Easy embroidery leads little girls to the far more difficult art of good plain sewing. Wood carving naturally includes the elementary work of carpenters and joiners. Sheet brass embossing, little known as yet and first made known to amateurs both in England and in this country by my manual on the subject, calls forth or develops both the power of design and of mechanical execution to a really remarkable degree. A more important subject, to which I have paid particular attention, is the fact that the study of design and artistic hand work develops in all children intellectual powers of every kind. Given two boys of equal mental power, and let one study the three R's alone, while the other at the same time learns to design and model, and it will be found at the end of, say, two years that the latter will in all respects be by far the cleverer of the two. And it could not be otherwise. When the curiosity and interest of a boy are awakened in art he begins to observe the design in every shop window, in every piece of furniture, in every wall paper. He has entered a new world. In a few weeks the boy can tell you if a lace pattern or a sofa cover is correctly designed (I am sorry to say that in most cases he can tell you that it is *not*), and give reasons for it. Is not this intellectual development? Is it not a practical preparation for a great deal of business? Would it spoil a boy for selling lace, dry goods, wall papers, or furniture? Would he know less about metal work? Would not, on the contrary, the knowing how to design patterns be through life of real use to him in manufacturing or selling almost any kind of fabrics?

I have no pupils who receive from me and my assistants more than seventy hours of instruction during the year. In this time they learn to design fairly well, and with design learn one or two other minor arts. That this is actually done is proved by the results. Those who will, may visit the school, see the pupils at work, and examine the results. Very recently, since I have been able to engage teachers for wood carving and sheet brass embossing, there has been a great improvement in the work.

If I am asked what boys and girls can learn while attending school and without adding to the burden of the crowded courses of studies, I reply, outline design according to a very simple elementary method founded by myself on principles long known to such teachers as Owen Jones, and that when this is learned there is very little trouble experienced in wood carving, modelling brass, embroidery, sheet leather work, setting mosaics, working in papier mache or any other plastic substance. As regards finding time for this, there is not a school child in Philadelphia who would not gladly keep up his or her average in other studies to be allowed to come to the Public Industrial Art School.

What I have ventured to characterize as the Philadelphia system is the theory that decorative art work is better suited than mechanical work for boys and girls under 14 years of age, but that the artistic shall be so taught as to lead on to the mechanical or to technology. This art work is to be taught according to a simplified system of design, in which free hand drawing from the shoulder is combined with the most mechanical aids and appliances. In this system original design is taught from the first lesson. It is in full operation and has been perfectly tested, not only in the Public Industrial Art School, but also in the Ladies' Art Club of Philadelphia, of which I am president. In the school I have 150 pupils, soon to be increased to 300; in the club I have 200 grown-up scholars. The same system of minor instruction is also pursued in both institutions.

The sad consequence of defection in principle is corruption in practice.—DICKENS.

double-translations, with the constant application of grammar rules as they are wanted ("the grammar book being ever in the scholar's hand, and also used by him as a dictionary, for every present use"), the master translates himself easy portions of Cicero into English, and then requires the pupil, who has not seen the original, to turn them into Latin. The pupil's work is then to be carefully compared with, and corrected by, the original, "for of good heedtaking springeth chiefly knowledge." This exercise prepares the scholar for independent composition in Latin.

There is one feature especially in this method, as described by Ascham, worthy of careful notice, and that is the *close study of a small portion of literary matter, ending in a complete mastery of it*. The various exercises of the method require the pupil, as Ascham shows, to go over this portion at least a dozen times; and, he adds significantly, "always with pleasure; for pleasure allureth love, love hath lust to labour, labour always attaineth his purpose." By continually coming into direct contact with the phraseology of the text, the pupil masters the form, and through the form penetrates into the spirit of the author; or, as Ascham phrases it, "by marking dailie and following diligentlie the footsteps of the best authors, the pupil understands their invention of argument, their arrangement of topics, and hereby," he adds, "your scholar shall be brought not only to like [similar] eloquence, but also to all true understanding and rightful judgment for speaking and writing." It appears, then, that Ascham's pupil proceeds firmly on a broad basis of facts, which he has made his own by mental conquest, and that this has been possible because the field of conquest has been intentionally limited. It is obvious that no method of teaching which consists in bringing a bit of this thing (or author), a bit of that thing (or author), transiently before the pupil's mind, creating ideas, like dissolving views, each of which in its turn displaces its predecessor, which makes acquisitions only to abandon them before they are "incorporated with the organic life of the mind," can possibly be a good method. Hence the very general result of our system of education, so called, is a farrago of facts partially hatched into principles, mingled in unseemly jumble with rules half understood, exceptions claiming equal rank with the rules, definitions dislocated from the objects they define, and technicalities which clog rather than facilitate, as they should do, the operations of the mind.

TO BE CONTINUED.

It is impossible not to sympathize heartily with the efforts of the colored people to elevate themselves morally, socially and intellectually. The Convention at Louisville (Sept. 25) was largely attended; Frederick Douglass was elected chairman. He said:—"In Europe I have traveled, and everywhere was received as an equal, and nowhere was met even with a look that reminded me that I was of the much-despised race. Down with prejudice, and bring the colored men out from under the coal-sheds where they are hid when the white man is about! Our business is to organize for our rights and for the redress of our wrongs. Some say we should not hold this convention, for it menaces the Republican Party. Parties are made for men and not men for parties. My hat was made for my head, not my head for my hat. If parties do right, stand by them, but if they do not uphold the principles laid down in their platforms, down with them! Follow no party blindly. If the Republican Party cannot stand a demand for justice and fair play it ought to go down. We were men before that party was born, and our manhood is more sacred than any party can be. If the 6,000,000 negroes have not enough wisdom and spirit to organize and combine to defend themselves from outrage and oppression, it is no time to expect that the Republican or any other party will combine for them or care for them."

It is worth a thousand pounds a year to have the habit of looking on the bright side of things.—DR. JOHNSON.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

GRAMMAR.

By J. W. FREEMAN, Ohio.

I do not care for my pupils to own a grammar until they can parse ordinary constructions readily, I teach them orally until they reach this point. They finish off on the grammar. As soon as they are prepared for it, I have them mark words in their readers, which they parse by writing on slates. The written parsing is brought to the class, pupils change slates and mark mistakes, while I parse the lesson correctly, making such explanations as are necessary. The per cent. is recorded and the class then lay the slates aside and parse the lesson orally. In oral parsing, I never permit a pupil to parse a word completely. Each member of the class makes but a *single* statement, and a dozen pupils will often assist in parsing but one word. I consider this plan far superior to the one in general use, in which the complete parsing of a word is given by a pupil before the next word is taken up. By my plan the attention of the whole class is centered on every word passed. Try it.

For the SCHOOL JOURNAL.

STUBBORN CHILDREN.

The adult intellect is sharper than that of a child. The teacher's will-power is, or should be, better disciplined and, therefore, more forceful; but rarely should he attempt to hammer down the mere brute will of a pupil by his own stronger will. On the other hand, he should never use that form of the doubtful method called "coaxing," which consists in gratifying some of the whims of the child for the purpose of getting him to yield the point at issue. "Coax" him, if you must, but let it be of that better sort, that *leads* him without his knowing it. Let the old illustration be remembered, that anyone can take a horse down to the brook, but no one can make him drink if he does not want to.

Before attempting the subjection of the stubborn will let the teacher look within, and see if he has inadvertently done anything to arouse such a spirit. If so, pass it over for the present, or else promptly apologize for the cause. Let him not be afraid to apologize if he finds that he has done a palpable wrong. If the apology is made with dignity and without the slightest touch of fear, its effect is always good.

Sometimes stubbornness arises from an awkward bashfulness. This is frequently the case with some overgrown boys of backward knowledge when called up to recite, or to take part in the room movements, or calisthenics of the smaller pupils. If this is the case, let the pupil be promptly excused for the time being, before he or the rest of the school imagine any concession on the teacher's part, other than that of courtesy. Then let the teacher call him up after school and, without any show of resentment, try to find out why the boy did not want to obey her. For instance, if she becomes satisfied that the boy's hesitation really rose from fear that he might miss his lesson because he didn't understand it, let her promise to go over all the lesson with him every day beforehand and show him what kind of questions she purposes to ask on the morrow. Let her appeal to his size and elements of manhood; let her tell him she expects him to conform to the requirements of the room as a matter of *justice to the school*; that he wrongs the school by refusing, and does himself no good. If not maliciously disposed as well as stubborn, such appeals will generally succeed.

But if he still seems to be a "bundle of objectivity," she must change her tactics. Let her try the plan of an observer of a balky horse, who got him to go by rubbing the nose of the animal with a handful of dirt, saying as he did so, "Don't you see; all he wanted was a new sensation!" The boy should have a new sensation. Let the matter be put on personal grounds; let there be an appeal to his innate generosity, and to the natural spirit of chivalry that many a bad boy cherishes for a

real lady, although for fear of ridicule he may generally hide it under a mask of lawlessness and vagary. Let the boy be asked to do some personal favor; let him make his teacher a blackboard ruler or go on some errand of trust to the store, or do anything that will arouse in him any latent element of goodness he may possess. This will often make the boy recall his mental resolve of, "Well, she shan't boss me!"

Bashfulness and mental warp are two of the most common causes of "mulishness" in a pupil.

For the SCHOOL JOURNAL.

THE BOTHER OF INK.

"What a perfect nuisance it is to have to use ink in school, isn't it?" we often hear teachers say. In schools where the fluid is furnished by the Board, how shall it be distributed? If you have a janitor let him keep the ink in a closet and fill the wells once or twice a week regularly; also, washing the wells at least once a term. If there be no janitor, entrust the work to some of your most careful pupils; but if you can not rely on them to do it *neatly*, then do it yourself. Put the ink into a quart bottle taking a rather large cork. Into this cork bore a hole with a round file or penknife, and fit therein a small glass tube or a clay pipe-stem or even a stout straw. Then taking the bottle in the left hand gently tap the bottle with the right; this will force the ink out in large drops or small spurts and prevent "slopping."

If the School Board furnish neither ink wells nor ink already, do your best to have them. But if they refuse, then either buy "patent ink powders" which sell from fifteen to twenty-five cents for enough to make a quart, or else let the pupils fetch ink for themselves. If obliged to do the latter, which is still very common in the country, have all the small bottles as fast as brought in marked with a label containing the name and number of the owner. Put these labels on with mucilage from the bottle on your desk. Have read a shallow box with a piece of bent hoop tacked on for a handle. Into this as a common carrier collect all the bottles and give them out only at writing time, except in special cases.

In freezing weather have the ink put into the warm cellar, or kept by the furnace, or even taken home in the carrier by the janitor, teacher or some of the near pupils, if necessary.

Don't let the ink freeze nor dry up. It will pay to take more care in the use of ink than is generally observed. It may be added that ingenuity and method applied to the details of school life will remove many of the minor "nuisances" of the school room.

For the SCHOOL JOURNAL.

THE 24 O'CLOCK PLAN.

The proposition so seriously considered by some of the railroad men to adopt the "24 o'clock" plan of keeping time is not only novel, but may result finally in a general adoption. It is merely the division of the day into twenty-four actual clock hours instead of two sections of twelve each as now practiced. Then taking Greenwich astronomical time as the standard, and starting from the noon hour, 1 o'clock P. M. (present style), would become 13 o'clock; 9 o'clock P. M., 21 o'clock, etc. This would avoid such clumsy devices as forenoon and afternoon, 12 o'clock midnight and 12 o'clock noon, and put an end to the perplexing changes arising from the meridional variations of different places all over the world.

But although the noon-beginning might be advisable on some accounts, yet it seems to us that less confusion in the nomenclature of our hours would arise if the day began at midnight (as now). Thus 6 o'clock A. M. (present style) would simply be 6 o'clock, and 6 o'clock P. M. (as at present) would become 18 o'clock.

The mere proposition indicates a widespread need of another simplification of one of our American systems of measure, all of which, except the currency and cental systems, are the most complicated of any nation on the globe.

For the SCHOOL JOURNAL.

LESSONS IN ARITHMETIC.

NOTATION.

A pupil learns to write numbers up to 100 without any thought of a rule for writing—that is, he does not think of notation. And yet he is applying the rules; he places units at the right, tens next, and hundreds next. Now it is best to write thousands in the same way. Let the teacher ask, the pupil, however, to put a comma after the thousands. For instance, he gives 1,435.

One pupil at least, stands at the blackboard; the teacher gives out—"one thousand"—if the pupil fails to put the comma, he waits. The pupil feels something is wanting. If he does not supply the point the teacher says, "Well, what is wanting?" Some one in the class will say, "There should be a point after the one." This being supplied the teacher reads the remaining numbers.

The next number is 1,565. As before, he says, "one thousand," and waits; if the point is supplied he goes on.

It should not be the intention of the teacher to exhaust the subject of notation before proceeding to addition. As soon as a child can write two numbers, proceed to combine those numbers,—that is add, subtract, multiply, and divide. This is the plan of Grube.

So when a pupil can write up to hundreds he should be taught how to add, subtract, multiply and divide with these numbers. The teacher will give numerous examples. As she goes on with her class she will widen out the circle of knowledge of numbers. For instance, she will give, "John has 45 pears, Henry 78; how many have both?" Then, "How many more has Henry than John?" Again, "Peter has twice as many as John. How many has he?" Again, "William has half as many as Henry. How many has he?"

Supposing the teacher has proceeded in this way and wishes to teach the pupil to write the thousands period, she will give out, "Twenty-four thousands," and then wait for the point to be placed, and then proceed to give "four hundred and six."

It will facilitate matters to draw six spaces on the blackboard thus:—

H. T. | T. T. | U. T. | H. U. | T. U. | U.

Let the pupils draw these on their slates. Then give out 444,555; 333,888; 777,999, etc., etc.

The difficulty arises in writing such numbers as 504,306. When these are given let the teacher give out "504 thousands," emphasizing "hundreds." (It is the custom of many teachers to use "and" only before units. Thus they would read this, "Five hundred four thousands, three hundred and six.") If the pupil places the 4 in the tens place, the teacher has only to read again, "Five hundred four" and pause.

He explains by saying, "Supposing the first pen is for sheep, the next for pigs, the next for horses," and I come in with a drove of sheep, pigs and horses, what will I do with them?"

Class. "Put the sheep in the first pen, the pigs in the second, the horses in the third."

Teacher. "Right. Now I give you some hundreds, of thousands what pen must they be put in?"

C. "In the pen for hundreds of thousands."

T. "What place is that?"

C. "The first."

By following this plan, giving ten examples each day, teaching them intelligently, how to write them they will advance in knowledge of notation quite rapidly enough. Next, the teacher should let the pupils add, subtract, multiply and divide the numbers *notated*. This will make them *intelligent* in the use of numbers.

HOW TO VENTILATE.

The usual plan adopted, where any attention at all is paid to its necessity, is to open the windows or swing back the door. Sometimes this is the very best and the only thing to do. Simple as it is, however, even this method is neglected. Foul air is invisible, it is true, but it shows as much stupidity to ignore its presence as the ostrich does when she sticks her

head into the sand to escape danger. Our school houses all over the land need better ventilation—automatic if possible—that is, such as will regulate itself. To be sure, into a few of our new and expensive buildings improved methods are being introduced, and generally in connection with the heating.

But what shall we do in the thousands of small sentry boxes already existing in the rural districts, or how shall we manage to allow the airs of heaven to draw through the mental warehouses, or tight brick walls of the old-time school house in village or town?

We reply: When there would be danger of a too sudden cooling of the room, or the making of a dangerous draft by opening doors or windows, then do this: Raise each window about six inches, and in the open space beneath the sash fit a plain board, leaving it short enough to be removed at pleasure. Upon this let the lower sash rest; there will then be between it and the upper sash a free air space of from two to four inches, depending upon the thickness of the "mountings." If there be a fire in the room, a thin sheet of hot, foul air will pass out on one side of the space and a similar stream of fresh cool air will enter on the other. This can be shown by the smoke of an expiring match or other taper held near the aperture.

This simple expedient is already known to many, but its ventilating capacity can easily be more than doubled by a simple modification of it, not so widely known. Thus where more air is wanted, but a direct horizontal draft from the bottom of an open window is objected to, then fit the board into vertical slots fixed to the window casing a few inches from the sash and resting on the sill.

This device causes an upward inflection of the cold air as it enters and thus becomes gradually diffused through the room.

Try these experiments, teachers, and, our word for it, you will often find that you have changed a veritable "Black Hole of Calcutta" for an abode somewhat fitter for the tender plants of childhood.

For the SCHOOL JOURNAL.

RECEPTION DAYS.

BY BENJAMIN VARDEN.

I find it is necessary to provide for "letting off steam" in school; I make a business of it. That is, I provide not only intellectual and moral employments, but social employment or enjoyment also. Friday afternoon is the time selected; we call it the "weekly reception" or "scholar's hour."

The whole business is under the management of the scholars; this was an idea (one of many) I got from "Kellogg's School Management." This is the hardest part of all—this putting it under the control of the scholars—for they are pretty lively until they learn to control themselves.

The pupils elect a president, secretary and musical director, all to hold office for one month; election is by ballot. I say nothing at the election, but I contrive to help the selection of the most efficient pupils, for, sometimes, out of pure sport, they will elect the most helpless one of all. The president makes up a program and takes charge; the secretary keeps a record of proceedings and reads them; the musical director is at the piano and starts the music. When two o'clock comes, the president steps forward and takes my chair, the secretary sits by him, the musical director goes to the piano and I retire into the background and look on. I have been amazed, at times, to see the efficiency that has been displayed. At times my patience has been sorely tried, but I see they improve in self-management. To help this I try and have some visitors present.

The program is neatly written on the blackboard by the president and then brought forward and hung up. I may say here that the test of a president is his ability to manage a good program. Some begin on Monday to drill those who are to speak and concoct surprises; the successful one is sure of a re-election.

I will give the program for Sept. 28, 1883. Some of the pieces were "repeats" of some that had been given in May and June last.

1. Music, "Merry Bells."
2. Secretary's report,
3. Adoption of report,
4. "A Little Story," James W—
5. Reading, Mary P—
6. Music, "Autumn."
7. Dialogue, "The Miser."

Henry W— and John G—

8. Music, "A Dollar or Two."
9. Lecture on Greenland, The President.
10. Music, "Grandfather's Clock."
11. Recitation, Sarah F—
12. "Charge of the Light Brigade," Mr. G—
13. Vote of thanks,
14. Music,
15. Tellers appointed and new officers elected.

This was very simple and gave satisfaction. The "Lecture on Greenland," by the president, was for the purpose of exhibiting a little trick. He had a candlestick and on it what appeared to be a short candle, but was in reality a piece of turnip with a raisin for a wick, in the raisin a little piece of cotton. He told his hearers considerable about Greenland and especially about the love of the inhabitants for oil and tallow; that they would eat candles, etc. "In fact," he said, "while there I became fond of candles myself." (Here he lighted his candle and, letting it burn for a moment, blew it out and proceeded to eat it, much to the delight of the primary school present.) "You may say this cannot be very probable, but I assure you, ladies and gentlemen, that it is; I love them." (Here he produced another and went through the performance again.) As none but myself knew the explanation the mystification was complete. No. 12 was delivered by a young lawyer who had been invited by the president. It was admirably done. No. 13 followed of course.

The secretary's report is quite a feature. He is in his way quite important; he must have literary ability. He speaks of the exercises of the preceding "Reception" in eloquent terms, in fact it sounds very much like a newspaper. The report is submitted to me before it is read, for sometimes the secretary will vent a grudge in his report—that I know even educational journals to do.

At the end of each month I have a "Monthly Reception." This is held in the evening (unless stormy), and the exercises are selected from those that have made up the "Weekly Receptions." On these occasions some reports are read respecting the punctuality, etc. The school officers are usually present, and the occasion is made as pleasant as possible. The special advantage to me is that I see the parents, for they will come if the exercises are pleasant.

I do not attempt to grind out of these occasions any intellectual improvement; it is the social side that I aim at. One very good thing that has occurred has been the attendance of old pupils. They attend and sometimes read essays or recite; thus the old ties are not broken. Again, it gives an opportunity for any who can speak entertainingly to address the school. A celebrated elocutionist was to be in town in March last; I wrote to him and got his promise to recite Poe's "Bells" at the "Monthly Reception." This is one of many such.

The president, by the way, who lectured on "Greenland" was a very troublesome boy, at home and in school, but has proved the best president we have had this year. It has thrown responsibility on him and he is much more disposed to behave well. The president is responsible for the order in the room, and I have been amused to see this officer, before the exercises, laboring with a refractory pupil to get him to promise to behave himself. If there is disorder the blame is thrown on the officers. This at first they did not like and declared it to be unjust, but I said this was done in the case of a teacher, and that the blame must rest somewhere, and that the officers were appointed to keep order. Hence I simply call the officers to account if there is disorder. I have learned more about school management by watching the operation of the officers than in any other

way. Some have no trouble, others are unable to manage and resign after one week's trial.

This plan of holding "Receptions" (1) has developed in the pupils the power of self-control; (2) has interested the parents; (3) has interested the young people; (4) I have got from them an amount and variety of exercises beside the regular school-work that I would have got in no other way; (5) has not detracted from school-work; (6) has taught me a great deal about the pupils themselves.

For the SCHOOL JOURNAL.

TARDINESS.

BY ARTHUR POWELL.

The school life of every boy and girl determines largely the character. If neatness, promptness and politeness are cultivated in school the chances are that these qualities will be possessed in later life. It is with this in mind that many teachers make special effort to cultivate these traits in their pupils.

That there should be no tardiness in a good school is very desirable, and every proper means of securing this or of diminishing the tardiness should be tried until the result is attained. The method of counting a certain per cent. off from the scholarship is sometimes adopted. Detention after school for the tardy ones or an honor roll for the prompt ones is used by some. A roll of dishonor is also used.

In this place are four primary schools, two grammar schools and a high school. In the matter of tardiness; the primary schools are classed together and the two grammar schools and high school are also together. The primary school having the fewest cases of tardiness in any one month is to have a banner hung in the room. The one—of the grammar and high schools—having the fewest cases is to have a fine picture suspended in it.

For the first month one primary room had one case, another two, one grammar school had no tardiness, the other one, and the high school two cases. So I believe the plan will prove a success. I believe this might be employed in country schools. Let all the schools of one township contest for a banner to be given at the end of the month. If country schools are now as they were ten years ago tardiness is one of the great evils.

[Tardiness is an evil, but in many cases improper means are employed to abate it. To count off a per cent. from the scholarship is wrong; so is a roll of dishonor. Some little device will often reach young children, and the above is very good. Let every teacher tell the plans they have found successful. Miss E. A. W., of Portsmouth, says: "I have a drum brought in on Friday, and all who have been present and not tardy (unless upon good excuse) are allowed to march. We have a banner and march and sing and have a decidedly good time. I have little trouble now from tardiness." Mr. W., of Albany, says: "I dismiss at recess the prompt ones first and then the unexcused tardy ones; so at noon, so at night.—Ed."]

For the SCHOOL JOURNAL.

HOW TO TEACH READING.

BY ANTONIA ROESER, NEWARK, N. J.
THE PRIMARY CLASS.

I begin with a lesson on the chart, and illustrate it by making pictures on the blackboard. I then allow my class to think for a few moments, and if ready, hands will be up to tell me all they can about the pictures or objects. I then write the pupils, sentences on the blackboard and ask questions frequently; I also allow questions by the pupils, as I find it gives them thinking power.

When I have written these sentences we learn all the words and pronounce them, beginning at the top then at the bottom, skipping all over and rub out words occasionally, to keep the attention of scholars as well as to see how quickly they can read. The class is interested, and by letting children do the talking they lose all diffidence, as well as gain confidence in their teachers.

When a lesson is very hard and I see children lose interest, I put a new one on the black-board, but return to the old one in a few days, with a different

picture, using the same words with a few new ones, and I find the children as much interested as if it were entirely new.

For variety I hold up objects, make pictures of them on the black-board and they tell me all they can about them. I then write these sentences on the black-board and let my class read them as well as they can. For review I will put a picture of some previous lesson on the black board and see how many can remember all about that lesson. I then let them write it and read every word they write. I have no difficulty in teaching new words, as I notice children compare forms and sounds of words. When I put a new word on the black-board I let my class first pronounce it slowly, then I give the sounds, then let some pupil give the separate sounds, and, lastly, I spell it. I have sentences written on card-board, which I distribute to the class to see how readily they can read them. Some are questions, others are answers. Those who have questions I allow to make answers, and *vice versa*. Then I have other slips with the words *is, are, an, am, etc. etc.*, on them; the pupils take these and make sentences, using the words properly. I have also pasted pictures on bristol board, with the names of the picture and pupils tell all they can about them, and also write about them and then read it in the class. Sometimes I let them think of all the words they have had during the week. They pronounce, sound and read every word they write. They seem to enjoy thinking for themselves very much.

RULING SLATES.

To aid in securing neatness and rapidity in preparing the numerous writing exercises now required in our schools, the slates should be ruled. They should be ruled uniformly and *permanently*, at least on one side. The teacher may do this herself, or call upon some gentleman friend to assist her. The simplest and best method, with the miscellaneous collection of slates usually found in the school room, is by means of a common, carpenter's "try-square" and the end of a file or any sharp steel instrument. Scratch the lines just deep enough not to be easily effaced by wear, and light enough to resemble the ruling of paper as nearly as possible. In country schools all the slates may be thus ruled except, perhaps, those of the A class.

For the SCHOOL JOURNAL.

LESSONS IN PRACTICAL ASTRONOMY.

OCTOBER.

Mercury on the 4th was in conjunction with Venus; on the 6th he was in conjunction with the sun, passing between the earth and the sun; he is moving westward; on the 20th he is in conjunction with Gamma (Virgin)—look early in the morning for this, as he is west of the sun; on the 22d he reaches his greatest western elongation. At this time he is visible an hour and a half before sunrise. Venus is east of the sun and is therefore evening star, but is too close to the sun to be seen. She is moving eastward and comes in conjunction with Mercury on the 6th.

Mars is west of the sun and is seen about 11 o'clock P. M. On the 19th he is in conjunction with Jupiter; this takes place at 1 P. M., but if looked for at about 11 A. M. an interesting spectacle may be seen. On the 24th he is in Cancer near a nebulous cluster of stars; Jupiter is near by. On the 31st at midnight he is in quadrature with the sun (90 degrees from the sun.)

Jupiter is west of the sun and is of course morning star; on the 27th he reaches quadrature.

Uranus is west of the sun. On the 13th he is in conjunction with Beta, of the Virgin, but a telescope will be needed to show him.

Neptune is west of the sun and is approaching his nearest point to the earth.

The moon on the 17th is in conjunction with Neptune; with Saturn on the 19th; with Jupiter and Mars on the 23d; with Uranus on the 23d. She is partially eclipsed on the 16th, beginning about 1 A. M.; New York time, 7.

The sun is eclipsed on the 30th, visible on the Pacific Ocean and the Pacific Coast.

For the SCHOOL JOURNAL.

RESPECT.

BY M. O. CAMPBELL.

Respect dwells not in the language used. It sparkles in the eye; it plays in the smile upon the lip; it hides in the dimples of the cheek; it strikes your heart in the gesture of the hand, and is shown in the carriage assumed. I have known boys to throw more respect into the simple, "hello!" than others into a whole shower of conventionalities, the courtesy, the tipping of the hat and the simpering, "if-you-please sir."

LESSONS IN GEOGRAPHY.

Tamatave which has been brought into such prominence by the recent action of the French, has a population of from 6,000 to 7,000, of which 50 or 60 are Europeans, 500 to 600 Creoles, and over 100 British Indian subjects. The house of Proctor Brothers, of London, largely engaged in the Madagascar trade, has its headquarters at this port. The other merchants at Tamatave comprise two American houses, one German and one French house. There are besides, a number of Creole traders, chiefly from the Mauritius. The British imports of the port are mostly cotton goods, and Birmingham, Sheffield and Wolverhampton goods. The chief exports to Mauritius, Reunion, and Natal, are oxen hides, india-rubber, beeswax, rice, sugar and coffee. The total annual trade between the United Kingdom, Mauritius and British India with Madagascar is computed at a million sterling, while that of France is not more than a third of that sum. Of the British trade, Tamatave on the east coast and Majunga on the west, are the principal trading ports.

Capt. Weupper, of the German ship *Herschel*, on May 20th was in the Straits of Sunda, and witnessed one of the great volcanic disturbances. At 11 o'clock in the morning the *Herschel* was becalmed in the Straits. About six miles distant from her was the island of Krakatoa, which is about two miles wide, and is a short distance from Java. Two peaks rise side by side from Krakatoa. From the smallest of these was pouring a dense column of snow-white smoke which rolled upward in huge clouds. The vessel lay with her sails flapping idly while the sailors watched the unusual sight.

The outpouring smoke about 2 o'clock in the afternoon suddenly became black, and the sky darkened. A sulphurous smell began to steal over the atmosphere. Volumes of dark smoke spread over the sky until it wore the appearance of night, but still no breath of air touched the sails of the becalmed ship. Ashes dropped from the clouds, and the decks were soon covered with this volcanic snow. The fall of ashes soon became as dense as a snow storm. Some of the sailors were greatly alarmed. At 6 o'clock, while the black volcanic clouds still obscured the sun, a light breeze sprang up and the ship got under steege way. Ashes to the depth of three inches lay on the deck of the *Herschel*, and the water appeared to be covered with the same substance. Ashes fell steadily for over 48 hours after Krakatoa was last seen.

Canton is one of the largest trading ports in China, and is ninety-six miles above Hong-Kong, on the Canton River (the proper name is Chon-keang). The riot on the morning of September 10th was only an exhibition of the turbulent spirit of the inhabitants and their hatred of foreigners, which is always latent, and liable to break forth whenever a pretext can be found. The war with Great Britain in 1839 commenced with a similar disturbance, all the foreign residents being made prisoners during a popular outbreak. At the close of this war China ceded Hong-Kong to Great Britain, and paid twenty-one million dollars.

Along the river-front of Canton are moored an immense number of small boats, in which live 100,000 people, for the greater part, very poor and ignorant, the boats their only worldly possessions, their livelihood obtained by begging and stealing. They are of the lowest class, always ready to seize an opportunity to pillage or murder, if it seems safe

EDUCATIONAL NOTES.

NEW YORK CITY.

GRAMMAR SCHOOL, No. 20.—A "shrieking fit" by a little girl in the primary department led to a panic and a cry of fire. Then followed a scene similar to that of a recent occurrence in a charity school in this city. The outcome, however, was totally different as this time, owing to the brave work of the principal, Miss A. Thompson and her assistant, Miss Lawrence, no one was seriously injured.

The Board of Education at their last meeting, adopted an amendment to the by-laws, making it incumbent on all female teachers who marry, to report their marriage name and residence within thirty days. The time for admission to the Normal School was extended fifteen days. The Committee on Finance presented their estimates for the ensuing year, calling for \$4,330,450 for the public schools, and \$102,000 for corporate schools. Among the items are \$2,510,000 for teachers' salaries; janitors, \$109,500; Normal College and training department, \$98,000; building sites, \$300,000; fuel, \$105,000; school supplies, \$155,000, and \$27,500 to support the Nautical School.

THE Technical Schools of the Metropolitan Museum of Art open Oct. 8, at Nos. 214 and 216 East Thirty-fourth street, under the management of Mr. Ernest J. Gilles. Additions have been made to the collection of models since the last session, and greater facilities are afforded to students. There are classes in drawing and designing, modelling and carving, perspective, mechanical drawing, carriage drafting and construction, artistic anatomy and in tempera decoration for women. The classes in perspective, mechanical drawing and artistic anatomy are new.

Packard's Business College at 805 Broadway, has reopened. The course of study embraces bookkeeping, penmanship, commercial law, and business arithmetic. Phonography, type-writing, telegraphy, and French and German are extras. As the instruction in this College is wholly individual, pupils can enter at any time. One of the pleasant features of this school is the morning exercises. The pupils assemble in the lecture-room and listen to those of their number appointed to entertain the others; each giving an account of some article or event that he has noticed or studied.

THE CHILDREN'S AID SOCIETY.—The work of this Society has been very wide. The plan of the newsboys' lodging-house was conceived in 1854. Simple bunks were provided, with washing accommodations, and a nourishing meal. The boys were charged six cents for lodging, and six cents each for supper and breakfast. School was held on winter evenings and religious meetings on Sunday evenings. A savings bank was opened to induce the boys to save money and not gamble. During its 29 years of existence 187,862 boys have passed through the institution. The number of lodgings was 1,346,166, and the number of meals 1,359,728. The total expenses have been \$318,125, and receipts from the house itself \$115,523. The boys have saved \$55,567. Industrial schools have also been started. The Children's Aid Society has now 21 day and 18 night schools, where 9,335 boys and 4,631 girls are taught by 89 salaried and 48 volunteer teachers. Of these pupils, 1,812 were the children of drunken parents, and 1,213 had been engaged in begging. The annual cost for each child was \$23.52. A third powerful agency used by the society has been the placing of poor children in country homes. During the 30 years in which the charity has operated, over 60,000 children have been placed out, mainly in the West. About 4,000 per year are now sent out, about one-third of them girls. Investigations recently made show that those sent out 20, 25, and 30 years ago have done well. One was a Justice of the Peace, another was candidate for State Attorney, another a successful physician, another a successful artist. The children sent out are carefully watched by the society. The society employs nearly 100 agents and teachers, and has under its charge during the present year, 36,071 children. Its total expenses for 1882 were \$236,069, about \$100,000 being privately contributed.

ELSEWHERE.

MISSOURI.—The fifth annual circular of Henderson Academy, at Henderson, shows a high degree of success. *There is not a single dram shop in the town.*

NEW YORK.—Gov. Cleveland has appointed as delegates from this state to the National Educational Convention to be held at Louisville, Ky., the 19, 20 and 21 inst. John Jasper, of N. Y. City, John J. S. McCloskey, of Newburg and S. A. Ellis, of Rochester.

ARKANSAS.—A successful Teacher's Institute was

lately held in Montecello, of which a correspondent writes: "The teachers received some new ideas in regard to the methods and objects of teaching. Educational interests in this section are in a deplorable condition, but I think a better day is drawing."

MINN.—The St. Cloud State Normal School opens this fall with great improvements in its handsome building, and with large additions of apparatus, specimens, etc. The school was first opened in 1860; in 1874 the new building was completed at a cost of \$60,000.

N. C.—The Colored Teachers' Institute for Rowan County, was conducted at Salisbury by County Supt. Rothrock, Rev. F. C. Potter, and Prof. E. Moore. An increasing lively interest was reported on having been kept up all through the term. The evening sessions were very much enlivened by the instructive addresses of lectures of ability and distinction of both races.

ONONDAGA CO.—The autumn session of this Teachers' Institute will be held at Beard's Hall, Fayetteville, Oct. 26, Francis P. Lantry, Chas. D. Larkins, conductors.—At the Spring Institute, the teachers, by a resolution, requested the commissioners to associate with themselves three or more teachers of the county, the whole to constitute a committee, to recommend to the teachers a course of reading and study in the Philosophy and Methods of Teaching, the teachers to be examined on the same at the Autumn Institute. The committee recommended Swett's Methods of Teaching, Spencer's Education, and Huntington's Unconscious Tuition. The three works are furnished to teachers at one dollar. The readiness with which these books have already been purchased, and the diligence with which they have been studied, indicate that teachers are determined upon self-improvement and willing to co-operate in this progressive movement.

TEXAS.—The annual catalogue of the Sam Houston Normal School at Huntsville contains the following among many good points: (1) "The chief end of the normal school must be to make teachers practically familiar with the laws of the mind, the order in which its faculties develop and mature, the best practical methods of directing these growing energies in observation, memory, imagination, language and reason, together with giving them such practice under criticism as will enable them to execute according to their theory." (2) "Teaching, like the Christian ministry, belongs to the department of philanthropy. Hence, the men who serve for money, who see no more in the profession than money pays for, and render only the service paid for, are of but little account in times like these." (3) "Coming here in 1879, the Institute was opened by the lamented Bernard Mallon, who made this his last and best work." (4) "Huntsville is a pleasant town, of a about 2,000 inhabitants, on the ridge between the Trinity and Brazos. The climate is delightful."

THE PEABODY FUND.—The trustees of the fund met Oct. 3. J. L. M. Curry, the general agent, submitted his annual report. In it he states that the work intrusted to him has been progressing successfully during the past year. He had visited nearly all the Southern States, and by request addressed the Legislatures of North Carolina, Florida, Alabama, Tennessee, and Arkansas. Systematic agencies for creating and keeping in exercise a healthy sentiment in favor of education, he said, will be needed for years to come. The following are the amounts distributed in the several States in the past year for public schools, normal schools and colleges, teachers' institutes, Nashville scholarships, etc.: Alabama, \$5,755; Arkansas, \$4,050; Florida, \$2,025; Georgia, \$5,950; Louisiana, \$2,125; Mississippi, \$4,400; North Carolina, \$8,350; South Carolina, \$4,225; Tennessee, \$12,600; Texas, \$13,600; Virginia, \$4,125; West Virginia, \$3,100. Total, \$71,175. 100 Normal scholarships have been established in the Nashville University.

ILLINOIS.—Supt. Sanford, of Ogle County, says: "The question of renewing teachers' certificates without re-examination is one of the first problems with which a county superintendent has to contend. It is the common thing, when conducting an examination, to hear the candidate complain of being 'rusty' in some of the branches. If the teacher knows that after he receives his certificate no further examination will be required of him, he is likely to become 'rusty' in all of the branches, for it is possible to forget a great deal about a branch of study while teaching it as it is often taught in our schools. If required to pass an annual or biennial examination, greater effort will be made to study and keep up with the times. On account of these considerations, and for the purpose of encouraging teachers to make some advancement from year to year, it has been decided to adopt the following rules in our County:

to do so. The streets are narrow and crooked, and the native houses low and built of wood. The population is stated at over a million, and a wall about six miles in length surrounds a portion of the city; but it has outgrown its original limits and spreads out in all directions. In the city there are three pagodas; the oldest and most noted was built B.C. 87, the date being known by the inscriptions, which indicate the dynasty in which it was commenced. It is of earlier date than the great wall, and is the oldest structure known in China. At the outskirts of the city is the great temple of the five hundred gods, with its gateway, in a tolerable state of preservation, besides many smaller temples, dedicated to the god of mercy, the god of the winds and many others.

THINGS TO TELL THE SCHOLARS.

AN ANCIENT VIKING'S SHIP has lately been discovered in a grave mound in Norway. It is about seventy-five feet long. When it was placed in the grave it was evidently fully equipped. Nearly all of the mast remains. The total length of the mast is about twenty-two feet. Remnants of sails and tackle, besides fragments of utensils were found. Several wooden articles of a peculiar form were in a remarkable state of preservation. A number of shields were also found, and from their position it is inferred that the number of men on board corresponded with the number of shields. Several spears and the skeletons of three horses were found.

COLLISIONS IN THE SKY.—Prof. C. A. Young in a recent number of the *North American Review* discussed the question of probability involved in the coming together of two worlds, or other great masses of matter in the sky. It is something, to be informed by so good an authority, that although not absolutely impossible, such a catastrophe is little likely to happen even in a million years of the world's life time. This is especially the case as to collisions of stellar masses. The harmless impact of meteors against our earth is already a well known fact; and even the possibility of our ever running into any real danger from an encounter with the densest nucleus of the largest comet is extremely slight. It was an opinion of the elder Herschel, still confirmed by the majority of our modern astronomers, that in case such a nucleus should ever get even so far as our upper atmosphere, it would produce upon it no more effect than a breath of air upon an anvil.

AN endeavor is being made to raise \$150,000 for the purpose of exploring that part of the Gulf of Mexico where the Israelites are supposed to have crossed, for the purpose of discovering if possible some remnants of the overthrown Egyptian hosts and their equipments. It is not at all improbable that such a search might discover some fragments of chariot wheels, bits of harness, or other remnants of the paraphernalia of Rameses' host, which are now lying hidden in the slime of the Red Sea. A search for papyri should be started. That such treasures await the discovery of the explorer, can hardly be doubted. It was during a brief residence in Egypt ten years ago that Mr. Ebers was enabled by a lucky accident to discover the great hieratic manuscript which bears his name, and which is a treasure of incomparable value. This manuscript is the second in size, as it is the best preserved of all the ancient Egyptian manuscripts. It comprises a hundred and ten pages, and is an authoritative hermetic treatise on the medicines of the ancient Egyptians—the god both [Greek, Hermes], being called "the guide of physicians."

NOTEWORTHY EVENTS.

WITH HINTS FOR TEACHERS.

Oct. 4.—The Supreme Tribunal of Norway has impeached the whole Ministry of the country. [What is Norway's form of government? What is impeachment?]

Oct. 5.—A division of the Chilean army en route from Callao to attack Monterey. [Where are these places? What is the occasion of war?]

Oct. 6.—Fighting in Belfast, Ireland, between Orangemen and Catholics. [What is the origin of this antagonism?]

Oct. 9.—The funeral of M. Tourguiev, in St. Petersburg, attended by thousands. [How is he celebrated?]

Oct. 10.—An earthquake shook at Philippeville, Algeria; also San Francisco, Cal. [What can you tell about earthquakes?]

After the Spring examinations of the present year, the holders of clear second grade certificates who have successfully taught in the county may have their certificates renewed by passing the first grade examination in one study each year. Holders of first grade certificates who have successfully taught in the County may have their certificates renewed for two years by passing an examination in the School Law of Illinois, and in one other study to be selected by the applicant from the branches named below for the first examination, and at the next examination two other studies from the same list, or they may have their certificates renewed for one year by passing an examination in one of the before mentioned branches. [Those teachers not complying with the above requirements will take the regular first or second grade examinations, and will receive new certificates after passing their examinations. The studies from which first grade applicants will be allowed to select are among the number required for a State certificate, and are as follows: the Elements of Plane and Solid Geometry, the Elements of Chemistry, the Elements of Astronomy, English Literature, the Elements of Civil Government, Theory and Practice of Teaching.]

YONKERS, N. Y.—The schools of this city have been under the supervision of Prof. A. J. Rickoff, and have had much attention bestowed on them because Mr. R. is a pronounced disciple of the "new education." Mr. Rickoff has resigned, and Mr. L. A. Day, of Cleveland, has been appointed in his place. In its reports, the Board of Education say: "So far as concerns the mass of the pupils, it is not the purpose of the public school to prepare them for a more advanced course, to give them the special training required for a particular career, or to make learned men and women of them. The true and important ends sought by our schools will justify the introduction into the curriculum of the public schools, of any study which is adapted to arouse the intelligence, discipline the faculties, impart useful and varied information, and cultivate the moral nature. In Yonkers it was the custom, until within a few years, to fill vacancies in the corps of teachers, especially in the primary departments, by the appointments of graduates from our own schools, who had received no further education and no training in the art of teaching. This practice is very dangerous to the character of the instruction. It sacrifices the education of the children for the benefit of those anxious for positions. The most important feature of this improvement in method, is the greater demand which is made upon the intelligence of the pupil. It is insisted that the scholar shall understand each fact and process presented to his mind.

"Another step in advance is the more careful adaptation of instruction to the natural order of the development of the faculties. This has brought about a revolution in the field of primary instruction. Advantage is taken of the fact, that, during its earlier years, the senses of the child are active, and imagination and the reasoning power undeveloped. During this period the mind can be most easily and naturally awakened and trained through the things which the senses apprehend. This has led to the introduction, into the primary departments of the public schools, of the kindergarten, and object methods, with marked improvement in the development of the faculties of the children and in their preparation for the higher grades. And it is recognized that habits are forming long before the mind can understand why they are good or bad, and that correct habits of thought, expression and conduct must be cultivated constantly, and from the start, leaving for the proper period of mental development, the explanation why the thought, expression or act is correct, and the comprehension of the condensed statement of principle or rule of guidance.

It is easy to see that the greater the demand upon the intelligence of the scholar, the greater is the need for intelligence in the teacher. So long as instruction is matter of routine, the hearing of "recitations," textbook in hand—the cramming the memory with formulas—the teaching, the working out of problems without the ability to give any other explanation of each process than the rule in the book—she who is the best disciplinarian, and can most successfully force the student through his task, will pass for the best teacher. But where the aim is to awaken the intelligence of the pupil, to train not his memory alone, but all his mental powers, to teach him to depend upon himself, to keep him constantly interested in his work and to lead him steadily onward in the path of improvement, the teacher must not only be learned, and capable of imparting knowledge, but a person of original power, not tied to books, understanding all methods of instruction, but

employing her own, and exercising a direct personal influence, from day to day upon each member of her class.

The salaries are as follows: First year of Teaching, \$450; second, \$500; third, \$550; fourth, \$600. Salary determined by merit. Any teacher, on recommendation, may, on teaching the fifth year of experience, be paid a salary not to exceed \$800 per annum, said sum to be reached by successive annual additions not to exceed \$50 each—except on the ground of special merit. The total registry in all the day schools was 2,543; average daily attendance, 1,546. The receipts last year were \$61,804.50; disbursements, \$58,847.06; balance in treasury, \$3,457.44.

FOREIGN.

BAVARIA.—The Bavarian Minister of Public Instruction has forbidden the use of slates and copy-books ruled in squares in teaching arithmetic to young children. The object of the squares is to enable the children to unite figures in columns so that the units, tens, etc., can be placed in the same vertical lines without difficulty. But the medical authorities came to the conclusion that the effort of finding the proper squares is fatiguing to the eyes of young children, and the habit of looking at surfaces ruled in that way for any length of time is also injurious, and that these uses of the eye may conduce to future near-sightedness. The ministerial order was made in consequence of the medical report.

CANADA.—To Acadia College, Wolfville, N. B., belongs the honor of being the first college in the Dominion of Canada to appoint a Professor of "The Principles and Practice of Education." This is eminently a progressive action. It is one of the most important steps in the interest of general education that has been taken in Canada for many years. There is an importance attached to the movement which deserves more than a passing notice. It may at first sight be supposed that a Chair of "The Principles and Practice of Education" makes simply a provision which applies only to those students who are preparing to be teachers. This is a great mistake. It is true teachers will receive special benefits, but the discussions of a Professor of Education should take a wider range than the consideration of methods of teaching and school organization and management. This is but one of the factors which enter into the problem of educators. The family, the social, and civil circle perform their several parts in the development of human character. And each must be taken into full account in any well devised educational scheme. A chair of the principles and practice of education must therefore include these as well as methods of teaching and school management. In short, it must include the discussion of all the educational forces that are operative in moulding the individual man, and in moulding society, and also the nature of the organizations and appliances necessary to make these forces productive of the highest good.

TOBACCO.—For every five persons who use tobacco in England, France and Russia, there are fifteen in Germany and North America, twenty four in Belgium, twenty-eight in Holland. In Mexico nearly every one is a smoker. The school children who have done well in their studies are rewarded by being allowed to smoke a cigar as they stand or sit at their lessons. The schoolmaster is seldom without a cigar in his mouth. In the law courts, all persons commonly enjoy their tobacco freely, and even the accused in a criminal trial is not denied this indulgence, but is allowed, if his cigarette goes out in the heat of the argument, to light it again by borrowing that of the officer who stands at his side.

A GRACEFUL wooden spoon in the collection of M. Mariette, represents a young Nubian girl swimming and pushing an oval basin before her on the surface of the water; and was in existence in the time of Moses. With a little imagination, we might almost believe that it lay on the table of Pharaoh's daughter. A charming little basket, with a cover woven of parti-colored cane, and admirably preserved, which one of our own ladies might use as a work-basket, was found at Thebes, in a tomb of the eleventh dynasty. It is two centuries older than Abraham. There can be no doubt that Egyptian art, so perfect under the reign of Chepreu and his successors, began by rude attempts. But from what remote age they date, and what were the names of those earlier artists, we know as little as we know who were the sculptors whose chisels created the Sphinx and the statues of the kings.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.

Two years ago the principal of the school where I was teaching, wanted the primary pupils, on first entering school, to use *print* altogether. He thought they were not prepared to learn to write until they were well started in the First Reader. I compromised the matter by teaching both script and print. I added to the blackboard and Monroe's Charts, I used cards for sentence-building; the words were taken from the charts. I allowed them to take a certain number of words to their desks, form the sentence, and copy it on their slates. I found this to be a great help: now I am using script altogether, and find that the pupils learn much faster than before; but I miss my cards for sentence-building. I want these words in script letters large and plain enough so that the pupils can use them in recitations, building sentences and placing them on an easel made for this purpose; and then I want the pupils to take these to their seats, form the sentence and copy it. Now, if any teacher can tell me where I can find such cards, I will be glad. To open school, select some passage, perhaps the twenty-third Psalm, and have the pupils learn this by reciting in concert with appropriate gestures. Each morning I call on some one to recite the passage we are learning, so that I may know that they recite it correctly. It seems to me that the gestures are a great help. The pupils are then required to give strict attention, and must learn something of the meaning of the passage recited. This year I have commenced to teach one new motto a week. At the beginning of the week I either read or tell a story, or give some illustration in order that they may fully grasp its meaning, then, during the week, they will repeat and spell it in connection with their calisthenics. I wish that I could attend a purely primary teacher's institute. It seems to me there are so many things I might learn which I need to know. I cannot attend normal school. After spending several years to get an education, most of us feel we must be at work, and really have not the money to spend. Our county normal is excellent, but I have no doubt other primary teachers feel as I do, that they would be glad, if during the time they could learn more concerning their special work.

[A great step is shadowed in this letter. The classification of teachers in the institute is needed, and all primary institutes. We hope Supt. Calkins will open four weeks' primary institute next summer.—Ed.]

Could you, through the columns of the JOURNAL, inform me which of the following is correct—giving reasons? "I have some one else's book," or "I have some one's else book." L. C. R.

[The first. Substitute *other person's* for "one else's" and you see that the latter is a mere English idiom forming a regular possessive. Prof. Reed, author of Reed & Kell's Grammar, to whom we also refer the matter, kindly replies as follows: "The only recommendation I have for the expression 'some one's else's,' is that it is a little more convenient for parsing, certainly is difficult of utterance, and hence disagreeable to the ear, and it is at discord with the genius of the language. As far as I have traced the expression into literature, I find much better authority for 'some one else's.' Among the author's consulted I now recollect Lowell, Spencer and Dickens. Compare this expression with the 'King of England's crown,' 'Frederick the Great's verses,' Wolsey, the cardinal's coronation, 'God and Nature's hand;' in which euphony requires the possessive sign to be placed immediately before the name of the thing possessed.—Ed.]

In writing about the renewal of a subscription, T. S., of Lorettaville, Va., says: "Parker has made a new man of me."

[Here is a manly teacher who has read Parker's "The Art of Teaching," and feels he does not "know it all," and has the frankness to say so; but why should there be any hesitation about a similar avowal on the part of hundreds who have benefited by the work and advances of so wonderful a man as Col. Parker. A good teacher will feel no self-debasement in learning from one who may be far inferior to himself, on the average. Then, in an especial degree, be loath to receive instruction at the hands of one who has less elements of a really accidental success in his life, than almost any

educator of the times. This is not always conceded, or perhaps, known, but the facts are these: Col. Parker came of educational stock, was not only reared in an educational atmosphere, but became an educator from choice. But he was thus, not only a *born teacher*, but after a valuable experience in some of the best schools in this country, he spent three years in Germany, learning the basic principles of education at the very center of the best educational thought of the globe. So that when the need of a change at Quincy was felt, he was called there to lead the "new departure."—Ed.

[In answer to the recent inquiry in these columns for a work on Natural History, giving the picture of each animal in its natural color, we refer to Prang's Natural History Series, issued by the Prang Educational Co., Boston. We are informed that Johnson's "Household Book of Nature" has beautiful colored plates of animals. There were forty numbers, 25 cents per number. Presumably, it is now published in book form, 27 Beekman street, New York city. There is also a book on Natural History, both in botany and zoology, by the naturalist, G. H. von Schubert. It contains excellent illustrations in natural colors. Address Mr. E. Steiger, New York City.—Ed.]

Will you mention in your paper the titles of the best educational literature now published? B. A. K.

[We have often published such a list, but repeat a short one for the benefit of K. and many other new readers. Page's "Theory and Practice of Teaching," \$1.50; Abbott's "Teacher," \$1.50; "Parker's "Talks on Teaching," \$1.00; Kellogg's "School Management," 75 cts.; Payne's (Joseph) "Lectures on Teaching," \$1.00; Calkins's "Object Lessons," \$1.25; Calkins's (higher) "Manual of Object Teaching," \$1.50; Swett's "Methods of Teaching," \$1.50.—Ed.]

1. Tell me more about the paste-board forms that A. E. Jones, of Kansas, speaks of. 2. Where can I obtain the Kate Greenaway pictures? 3. I wish I could trade my dead principal for one of the live ones of the INSTITUTE, but he is a fixture. X.

[1. The forms were of the States. Thus you cut out of paste-board a form of the shape of New York; you put it on the blackboard, and draw around it and make the map; it is used for the sake of speed. 2. The "Kate Greenaway" pictures are very common figures of children, sold in the streets, on cards, etc. They are used to found stories on, etc. 3. The idea is a good one, but we fear not feasible. Why not wake him up?—Ed.]

Among a set of questions published in your paper during the summer (a set used by the Normal School of Cumberland County, Pa.) was the following: "Who is the highest school officer in the U. S.? or what is the title of the highest school officer in the U. S.? and to what part of the government does he or the office belong?" M. A. H.

[Gen. John Eaton is the United States Commissioner of Education at Washington. He is the head of the Bureau of Education, a department of the Department of the Interior.—Ed.]

What method do you advocate for teaching Geography to advanced scholars? H. H. B.

[Consult Parker's "Talks on Teaching," Swinton's "Advanced Geography," and Apgar's "Map Drawing." Map drawing if properly taught is one of the most effective means of teaching geography, now practiced. An article will soon appear on this subject.—Ed.]

I am glad you aim to give us what is practical in your JOURNAL. It is not untried theories we need, but methods that have been proved a success.

Ohio.

ARTHUR POWELL.

[Thanks. We intend to give special prominence to just these ideas.—Ed.]

Send sample set of readers, also botany, zoology and history. Our schools are needing some new books.

L. W. C.

[We are unable to comply with this request. We furnish no samples of text-books. Apply to Ivison, Blakeman, Taylor & Co., D. Appleton & Co., A. S. Barnes & Co., J. B. Lippincott & Co., etc.—See advertisements.—Ed.]

Do you know where I can get dissected maps of the different States?

[There are none of the States except New York, and that is now laid aside, we think.—Ed.]

EDUCATIONAL MISCELLANY.

ROGER ASCHAM.

Roger Ascham may be regarded as a representative of the humanist theories of education in England. Born in 1516, he entered St. John's College, Cambridge, in 1530, a well-grounded boy of fourteen; he threw himself vigorously into the study of Greek, and afterwards lectured publicly on this language, succeeding Sir John Cheke as public orator. His "Toxophilus, or Praise of Archery," written at the age of thirty, is one of the first works composed in pure English. This work attracted the notice of the Court, and from its publication until his death Ascham was, with few intermissions, employed either about the Court or on foreign missions. He was Greek tutor to Queen Elizabeth. He had taught her Latin when a princess, and was her constant and favored companion.

His views on education are contained in a book called the "Scholemaster," of which the best edition is that by Professor Mayor of Cambridge. The first part of the work is entitled, "The Bringing Up of Youth," and the main lesson in it is that that gentleness is to be used in education, in preference to severity. In the second book, entitled "The Ready Way to the Latin Tongue," Ascham explains his method at length. We see in this that Ascham scarcely goes beyond his friend and master, John Sturm. His main object is the teaching of the Latin and Greek. He is little else than a mere schoolmaster, careful and accurate in that capacity, but with no extended views or aims.

The occasion of the composition of "The Scholemaster" arose from a discussion which occurred one day at table, when Ascham and others of the household were dining together in Sir William Cecil's chamber at Windsor. Following this discussion Ascham was desired by Sir Richard Sackville to put down his views concerning the treatment of children, in a book. From the views of education obtaining in our day, Ascham is more notable for his leaning to mildness and gentle treatment than for his scholastic abilities.

In India, school is kept continually behind the school-house in the open air, except during the rainy season. A traveler gives the following details: "The children were sitting on the bare earth, while the teacher, smoking his pipe, was squatting on a mat. The school was divided into four classes. The lowest is called the *chalk-class*, because the pupils in it write with chalk. The solid black ground served them as a slate. The next is called the *palm-leaf-class*, because its members write on palm-leaves. The fourth is the *paper-class*. It is a difficult task for the children to learn to write the language of Hindoostan, as it consists of no less than fifty hieroglyphics, which are combined in a great variety of ways. The school-going boy carries a reed pen behind his ear, a bundle of palm-leaves under his arm, instead of books, and an earthen ink-pot in his hand. He presents the most striking contrast between school life there and here."

CONSUMPTION CURED.

An old physician, retired from practice, having had placed in his hands by an East India missionary the formula of a simple vegetable remedy for the speedy and permanent cure of Consumption, Bronchitis, Catarrh, Asthma and all throat and Lung Affections, also a positive and radical cure for Nervous Debility and all Nervous Complaints, after having tested its wonderful curative powers in thousands of cases, has felt it his duty to make it known to his suffering fellows. Actuated by this motive and a desire to relieve human suffering, I will send free of charge, to all who desire it, this recipe, in German, French or English, with full directions for preparing and using. Sent by mail by addressing with stamp, naming the paper, W. A. NOYES, 149 Power's Block, Rochester, N. Y.

NEARLY a million of dollars has been expended during the past season upon the school buildings of New York and Brooklyn—partly for new buildings, and partly for repairs and improvements. More than usual effort has been put forth to secure plenty of room, and to make the most healthful arrangements for the children who are to spend so large a portion of their time in school during the season now begun.

HORSFORD'S ACID PHOSPHATE

IN NERVOUS DISEASES.

Dr. Henry, N. Y., says: "In nervous diseases, I know of no preparation to equal it."

BOOK DEPARTMENT.

NEW BOOKS.

THE CAMPAIGNS OF THE CIVIL WAR. Twelve Vols. and Supplement. 12mo, cloth, with Maps and Plans. New York: Charles Scribner's Sons. Price per vol. \$1. Price per set, in a box, \$12.50.

This series of war histories is among the most notable publications of recent times. It is now complete, and covers the whole story of the "great conflict," bringing together, for the first time, a full and authoritative account of the various events and movements composing the Rebellion. Messrs. Scribner's undertaking and its thorough and intelligent execution cannot be too highly commended. The division of the work and the allotment of topics, evinces great editorial tact and discrimination. It is gratifying to observe that the publishers have met cordial co-operation from recognized authorities, from distinguished military officers, and from the custodians of public and private records. The volumes are convenient in size, contain many clear and simple maps, and in typographical excellence leave nothing to be desired. Their sale has been remarkable, nearly 100,000 copies having been sold.

No. 1. "The Outbreak of the Rebellion," by John G. Nicolay, Esq., Private Secretary to President Lincoln, covers the period from the 5th of October, 1860, to the disaster of Bull Run; giving a clear statement of the different steps leading to secession, and several facts relating to the inside history of that time; especially of Lincoln's connection with it.

No. 2. "From Fort Henry to Corinth." By the Hon. M. F. Force, Brig.-Gen. and Bvt. Maj.-Gen. U. S. V., gives a thorough account of these battles and of Donelson, New Madrid and Island Number Ten, and Shiloh; introducing the official dispatches, showing the strategic movements in detail, and describing field operations in Missouri and Northern Arkansas.

No. 3. "The Peninsula." By Alexander S. Webb, Bvt. Maj.-Gen. U. S. A.; Assistant Chief of Artillery, Army of the Potomac, 1861-'62. This volume is devoted to a most critical period of the strife, and one about which there has been a deal of discussion. The points of difference between the Administration and General McClellan are treated in an impartial manner, and the deplorable lack of concerted action in the Peninsular Campaign is fully and fairly represented.

No. 4. "The Army Under Pope." By John C. Ropes, Esq., of the Military Historical Society of Massachusetts, takes up the situation in July, 1862. The relations of Pope with the army and his brother officers, and his connection with the movements going forward from this time until the reappointment of McClellan, are discussed in an interesting way. The chapter on Longstreet and Porter will be of especial interest in view of recent controversies.

No. 5. "The Antietam and Fredericksburg." By Francis Winthrop Palfrey, late Col. 20th Mass. Infantry, Bvt. Brig.-Gen. U. S. V., begins with the reorganization of the defeated armies of Virginia and the Potomac within the Washington defences, and treats of South Mountain, the Antietam and Fredericksburg. The author's style renders this volume particularly readable.

No. 6. "Chancellorsville and Gettysburg." By Abner Doubleday, Bvt. Maj.-Gen. U. S. A., and Maj.-Gen. U. S. V. This narrative relates to the decisive campaign which freed the North from invasion. The account of the two awful battles is thrilling in the extreme. The author, of course, possesses unusual facilities for presenting matters in realistic detail.

No. 7. "The Army of the Cumberland." By Henry M. Cist, Bvt. Brig.-Gen. U. S. V.; Secretary of the Society of the Army of the Cumberland. The scope of this volume, beginning with early movements in Kentucky in the spring of 1861, includes an account of several advance movements and less important battles, beside those of Chickamauga, Chattanooga, Lookout Mountain and Missionary Ridge.

No. 8. "The Mississippi." By F. V. Greene, Lieut. of Engineers, U. S. A. Of the great chain of events in the Civil War, those links which cover the movements on the Mississippi are here described. Grant begins to loom into prominence here, in connection with the brilliant campaign against Vicksburg.

No. 9. "Atlanta." By the Hon. Jacob D. Cox, ex-Gov. of Ohio; late Secretary of the Interior of the United States; Maj.-Gen. U. S. V., commanding 23d Corps. This number treats of East Tennessee, Resaca, from the Oostanaula to the Etawah, New Hope Church, Marietta, Kenesaw, the battle of Atlanta, and other movements. Sherman becomes conspicuous here.

No. 10. "The March to the Sea."—Franklin and Nash-

ville. By the Hon. Jacob D. Cox. That memorable master-movement of the war is here detailed, with an account of subsidiary operations, the battles of Franklin and Nashville, and other contemporary events. The panic in the Cabinet, following Lincoln's assassination, and its unjust reflection upon Sherman is touched upon.

No. 11. "The Shenandoah Valley in 1864." By George E. Pond, Associate Editor of *Army and Navy Journal*. This volume embraces events in the Shenandoah Valley, from actions at Cloyd's Mountain and New Market, to Sheridan's victory at Waynesboro, and the completion of his work in the Valley. It is remarkably well written.

No. 12. "The Virginia Campaign of '64 and '65." By Andrew A. Humphreys, Brig.-Gen. U. S. A.; late Chief of Engineers; Chief of Staff, Army of the Potomac; commanding 2d Corps, etc., etc. This volume, the last and most extended of the series, is also one of the most interesting. It deals with the closing events of the War from the intrenchment of the two armies on the opposite banks of the Rappahannock, in the spring of 1864, to Lee's surrender at Appomattox, and the disbanding of the Army of the Potomac. The precise, military exactness of style, and the author's connection with the events described, gives the volume unusual value.

The Supplementary Volume, "Statistical Record of the Armies of the United States." By Frederick Phisterer, late Captain U. S. Army, is an indispensable and most valuable adjunct of the series, being the result of great labor and research. It is remarkably full and accurate.

A WOMAN'S REASON. By William D. Howells. Boston: James R. Osgood & Co.

It seems a late day to talk of "A Woman's Reason," and perhaps it is a question if it be better late than never, for very little remains unsaid concerning the author's style. As with most of his stories, the reader's interest is not so much in what is done, as in the doing of it. Knowing Mr. Howells's artistic quality, we are quite sure from the start of just how hard a time Helen will have; we know she will not marry Lord Rainford, and we are, of course, confident of Robert Fenton's safe return. Yet there is hardly a page that can be spared. The delicacy and refinement, the continued fascination have come to be a matter of course. The photographic fidelity of every picture, preserved through sharp, sometimes almost satiric retouching, is never unexpected, though always surprising. There is no new departure in this book, only we are introduced to new acquaintances. We hardly care to speak more familiarly of them; for, though flesh and blood realities, they do not encourage any intimacy on the part of strangers. Captain Butler is an exception, and no doubt shakes hands on introduction. As to Miss Root, Margaret and Mr. Evans, they are all "good fellows," but would probably choose their associates. One ought to observe that the latest modern American heroes are setting a laudable fashion of truthful confession of ones own little weaknesses, and unaffected acknowledgement of little virtues. It is to be hoped that this fashion will be imitated in life.

LOVELL'S LIBRARY: The Right and Wrong Uses of the Bible: by Rev. R. Heber Newton, price 20 cents. The Vicar of Wakefield: by Oliver Goldsmith, price 10 cents. An Outline of Irish History: by Justin H. McCarthy, price 10 cents. House-keeping and Home-Making: by Marion Harland, price 15 cents. The Story of Ida: by Francesca, price 10 cents. The Little Pilgrim, price 10 cents. The Pilgrim's Progress. By John Bunyan, price 20 cents. New York: John W. Lovell Co.

Each of these volumes is printed in good type; the "Pilgrim's Progress" is especially clear and distinct. "The Story of Ida" is edited, with a preface, by John Ruskin, who urged its publication; a drawing of Ida by the author occupies the frontispiece. Marion Harland's advice about the art of making a home will stimulate many a young wife. "The Outline of Irish History" and "Right and Wrong Uses of the Bible" are important books of the day.

THE BACKWOODS BOY. By Horatio Alger, Jr. New York: John R. Anderson & Henry S. Allen. \$1.25.

This is the story of the life of "Honest Abe Lincoln," a story never to be tired of; and told, as it is, in Mr. Alger's bright, racy style, it cannot fail to captivate the boys of to-day, and do its part toward reviving a respect for those honest, old-fashioned, plodding methods which young people, generally, are learning to despise. Nothing can be better calculated to show enterprising youngsters that old-time honesty does not imply stupidity or lack of ambition, but that a sterling character may, and usually does, include shrewdness and ability. No preaching will do so well as this inspiring example.

JEWISH ARTISAN LIFE IN THE TIME OF JESUS; according to the oldest sources. By Frank Delitzsch, Professor of Theology in Leipzig; translated from the third revised edition, by Rev. Bernhard Pick. New York: Funk & Wagnalls. Price 15 cents.

This volume, in the original, has been a valuable contribution to the literature of the New Testament, and its translation will be welcome in this country.

HANNAH: One of the Strong Women. By Julia McNair Wright. New York: Nat. Temp. Soc'y. Price \$1.00.

This is one of the strongest stories that the Temperance Society has published in some time. The plot is new, and the scenes are varied and well drawn. It is not a child's book; adults will find many things in it to awaken their thoughts.

DULCE DOMUM. Benjamin F. Taylor, LL.D. Chicago: S. C. Griggs & Co.

Mr. Benj. F. Taylor, author of these poems, is a graduate of Madison University, N. Y., and was for seven years afterwards a resident graduate studying under able teachers and lecturers. He was for thirteen years literary editor of the *Chicago Evening Journal*, and was with the Army of the Cumberland in our late war, where he wrote those splendid sketches, "Pictures of Life in Camp and Field." Truebner's *Oriental Record*, London, in a review of "Between the Gates," calls him "the word-painter of America." "Dulce Domum" contains many poems of happy fancy and graceful execution.

MAGAZINES.

We have looked over *The English Illustrated Magazine* with much interest, as it is published by the well known house of Macmillan & Co. The reputation of the house, both in this country and in Great Britain gave a high degree of prominence to the enterprise. Fiction, both in the shape of short stories and long ones, was promised a place in its pages. Poetry was not to be neglected when it could secure "contributions from acknowledged masters." The prospectus further promised to "satisfy the tastes of all who are interested in literature and art." We must candidly say that to fulfill this promise it must greatly raise its standard, if the first number is a sample. The best test of the quality of a dinner is our relish of it; a prospectus is easily written. If the "English Illustrated Magazine" is to meet the competition of American magazines in England, it will fail of its object. Its cheapness (only six pence)—may sell a large number of the first issues, but when the purchaser compares it with the *Century* or *Harper's* he will soon see that "he has paid too dear for his whistle." Its illustrations may be appropriate, but they are in many cases wanting in artistic beauty. The advantage in price and illustrations over the general English magazine will not make it sell at home—for it lacks in matter. In the illustrations of the article on Rosetti's Influence in Art, the engravings are better. The same is true in the engraving of the illustration "Lady Lillette." In the illustrations to the Article on the "Law Courts," the engraver's work is poorly executed. The best art work of the magazine is the friezes, suggested, no doubt, by the same feature in *L'Art*. Turning to *Harper's Magazine* for October, which also lies before us, we find fourteen articles, six of which are illustrated, five very profusely and very finely. In addition there is a full page frontispiece. Of the eighteen illustrations of article "Last days of Washington's Army at Newburg," and of the seven illustrations to the article "Among the Trotters," the work of both designer and engraver is unexceptionable fine. There is also much greater amount of printed matter in *Harper's* than in the *English Illustrated Magazine*. In point of literary merit, artistic execution of the illustration, style of the reading matter, value of thought it is ahead, so that we concluded that the purchaser who buys the *English Illustrated Magazine* at a sixpence makes a dear bargain. The writer on "Oysters and the Oyster Question" would handle oysters better with his fork than with his pen. At least he would make shorter work of it. The first effort to publish an "English Illustrated Magazine" shows a poor result when the resources of the publishing house are considered.

NOTES.

SIBYL; A POEM. By Geo. H. Calvert. Boston: Lee & Shepard. Price 50 cents.

It is expected that the "Primer of English Literature," by Mr. Stopford Brooke, will be enlarged by the author into a more elaborate history of the subject.

"Don't," published by D. Appleton & Co., is meeting with unprecedented success. The first edition was exhausted in a short time, and there are over three thousand orders unfilled.

Mr. Calvert is the author of some nineteen works—plays, poems, critical essays, and biographies—the poem before us is his latest addition to current literature. It is handsomely printed on heavy paper and bound in white covers.

Among the newest volumes of Lovell's Library are: "Underground Russia," by Stepniak; "Her Mother's Sin," by Bertha M. Clay; "Thicker than Water," by James Payn; "In Silk Attire," by Wm. Black; "Tales of a Traveler," by Washington Irving; and other classics.

We are in receipt of *The Thermæ*, a monthly illustrated paper published by "The Sanatorium"—the widely-known winter retreat at Dansville, N. Y. Beside information concerning the Sanatorium, and hygienic notes, the paper has articles of general interest and pleasing illustrations.

Messrs. W. H. Allen & Co., London, who are publishers to the India Office, and issue probably the largest number of the notable English works on Oriental subjects, are to republish Dr. S. Wells Williams' great work on China, "The Middle Kingdom," simultaneously with its appearance in this country.

Wm. Swinton, well known as the war correspondent of the New York Times, and more recently as a writer of school text-books, is about to begin the publication of a weekly, to be called *Swinton's Story-Teller*, and consisting exclusively of choicest complete tales—from four to six in each issue. He has already enlisted the pens of many of the star story-writers of the United States and England. We think Mr. Swinton right in believing that there is a keenly and widely felt appetite for first class short stories, and, if he works up to his ideal, he should achieve a flattering success. A paragraph is going the rounds of the press, in which Rev. Edward Everett Hale, who, it is understood, is to contribute to the first number of the *Story-Teller* a most amusing and delightful tale, called "Cromwell's Statue," says: "I am glad you are going to make such a weekly. I have been for a long time prophesying the formation of a magazine for stories only." So, also, Mark Twain is out in this characteristic utterance: "I am sure the *Story-Teller* is based upon a sound idea, for the reason that I (who am a prolific source of sound ideas,) have wondered, a many a time, why somebody didn't start just that kind of a periodical, and so achieve swift and certain prosperity."

BOOKS RECEIVED.

Donal Grant; George Macdonald. Boston: D. Lothrop & Co. \$1.50.
Text-Book of Physics. Henry Kiddle, A.M. New York: Wm Wood & Co.
The Story of Roland. James Baldwin. New York: Charles Scribner's Sons. \$1.50.
A Brief History of Medieval and Modern Peoples. A. S. Barnes & Co., New York and Chicago.
A Physician's Sermon to Young Men. Wm. Pratt. New York: M. L. Holbrook & Co. 25 cents.
A New School Dictionary. Joseph E. Worcester, LL.D. Philadelphia: J. B. Lippincott & Co. 90 cents.
The Backwoods Boy. Horatio Alger, Jr. New York: John R. Anderson and Henry S. Allen. \$1.25.
A Sylvan City. Philadelphia: Our Continent Pub. Co. \$2.00. (Our Continent Library.)
The Recollections of a Drummer Boy. Henry M. Kieffer. Boston: James R. Osgood & Co. \$1.25.
The Elocutionist's Annual, No. 11. Philadelphia: Nat'l School of Elocution and Oratory.
Illustrations and Meditations by C. H. Spurgeon. New York: Funk & Wagnalls. (Standard Library.) Paper, 25 cents.
Bible Stories. Caroline Hadley. Philadelphia: J. B. Lippincott. \$1.00.
The Life of Nelson. Robert Southey, LL.D. Philadelphia: J. B. Lippincott & Co. \$1.25.
The Handy Book of Object Lessons. J. Walker. Philadelphia: J. B. Lippincott & Co. \$1.50.
Banned and Blessed. After the German of E. Werner, by Mrs. A. L. Wister. Philadelphia: J. B. Lippincott & Co. \$1.50.
Natural Philosophy. Isaac Sharpless, Sc.D., and G. M. Phillips, A.M. Philadelphia: J. B. Lippincott & Co.
Young Folks' Whys and Wherefores. By Uncle Lawrence. Philadelphia: J. B. Lippincott & Co. \$2.00.
Our Young Folks' Plutarch. Edited by Rosalie Kaufman. Philadelphia: J. B. Lippincott & Co. \$3.00.
Wit and Wisdom of Proverbial Philosophy. Marshall Brown. Philadelphia: J. B. Lippincott & Co. \$1.25.
Mexico and the Mexicans. Howard Conkling. New York: Taintor Bros; Merrill & Co.
English Verse. Edited by W. J. Linton and R. H. Stoddard. New York: Charles Scribner's Sons. 5 vols. \$1.00 per vol.
India: What Can It Teach Us? Max Muller. New York: Funk & Wagnalls. (Standard Library.) 25 cents.
A Natural History Reader. James Jobsonot. New York: D Appleton & Co. \$1.25.
Health Notes for Students. Benj. G. Wilder, M.D. New York: G. P. Putnam's Sons. 20 cents.
Work for Women. Geo. J. Manson. New York: G. P. Putnam's Sons. 60 cents.
Home Book of Work and Play. New York: G. P. Putnam's sons. \$2.00.

THE consciousness of duty performed gives us music at night.—GEORGE HERBERT.

Publisher's Department.

The demand for newly published school-books is one of the features of the season. The phenomenal success of "Swinton's Readers" (published by Ivison, Blakeman, Taylor & Co.,) is probably the greatest point yet reached in the book line for this season. Over 300,000 copies have been introduced this year, and from all accounts, the demand is not yet satisfied. It is gratifying to see the good opinions of the SCHOOL JOURNAL thus justified by actual results.

Messrs. D. Appleton & Co. inform us that the demand this year for their leading school books, Appleton's Readers, Charts, Geographies, Copy Books, Latin Series and many others of their standard text books has been unprecedented, and notwithstanding they had early in the season largely increased their stock in anticipation of a large fall trade, their extensive manufacturing facilities have been taxed to the utmost to meet the unexpectedly large orders. The firm believe that the public increasingly appreciate school books of a high degree of merit.

The publishing house of Houghton, Mifflin & Co., in issuing the Riverside Literature Series, are rendering a valuable service to those desiring to acquaint themselves with the best literary works and not possessing abundant means to buy expensive books. It has published Longfellow's Evangeline, Whittier's Snow-Bound and Among the Hills, Hawthorne's Biographical Stories, and a number of others are soon to follow. These books are handsomely gotten up, as all the books of this firm are, averaging each seventy pages, and sold at fifteen cents per number. No teacher or intelligent student can do without them.

The Prang Educational Co., of Boston, are publishing the American text-books of Art Education, the Natural History Series, Color Chart for the primary education of the color sense, and many other valuable works on art. They are also manufacturers of Prang's drawing models, school pencils and school compasses, and keep on hand a large assortment of scientific apparatus and materials. Mr. Prang, one of the publishers, is so widely known and has so long been connected with everything pertaining to art, that no special commendation of his work is necessary.

The New England Conservatory of Music, of Boston, has commenced its Fall session, and the attendance of students is larger than on any previous term.

Nathaniel Johnson, well known as a manufacturer of all kinds of church and school furniture, is now giving special attention to kindergarten tables, etc., in addition to his other manufactures. Any wishing to introduce this branch into their schools should examine his stock.

Our readers' attention is called to the advertisement of James Prentice & Son, on the second page of this issue. The firm is one of the oldest and most reliable in this city, whose motto is large sales and small profits. By addressing them you will receive a catalogue, covering some 200 pages, profusely illustrated. Their address is 176 Broadway, N. Y.

Since round writing has become the fashion, Keuffel & Esser, of 127 Fulton street, have issued a book of instruction on the subject, and are manufacturing pens for that style of writing which cannot be excelled. The public are appreciating the fact, as their constantly increasing sales of the pens testify.

Think of it, that a cough or cold neglected may lead to serious consequences; in the early stage of throat and lung diseases, Madame Porter's Cough Balm is an invaluable remedy, can be taken by the oldest person or youngest child. Is safe, reliable, and agreeable to the taste. Price 25 cents, and in large bottles at 50 and 75 cents.

The Stone Cloth, or Lapilinum, is put

up in rolls, and sold in any quantity by the New York Silicate Book-Slate Co., and takes the place of the cumbersome slate-boards. It is easily cut and fitted to any place for a permanent blackboard, the surface is perfectly smooth, and the crayon easily erased from it. This cloth has been improved from year to year, until now it has reached perfection, and judging by the great demand for it, is preferred to the slateboard.

The house of Menely & Co., of Troy, has been known to the public as successful bell founders since 1826. They still keep their excellent reputation and supply a first class quality of church, chapel, school, fire alarm and other bells, as well as chimies of fine tone.

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A lady patient in Lockport, N. Y., thus sums up the results of a year's Compound Oxygen Treatment:

"It is now a year since I commenced using the Oxygen, and I can readily sum up the good results of the Treatment. It is hardly too much to say that I am infinitely better. I am stronger in every way and rarely suffer now from the utter exhaustion which was my usual condition before. I cannot remember the time when I have been so free from headache as during the past year. My physician rejoices in my improvement and assures me I am going to get well."

Our "Treatise on Compound Oxygen," containing a history of the discovery and mode of action of this remarkable curative agent, and a large record of surprising cures in Consumption, Catarrh, Neuralgia, Bronchitis, Asthma, and a wide range of chronic diseases, will be sent free. Address: DR. STARKLEY & PALMER, 1109 and 1111 Girard Street, Philadelphia, Pa.

I have suffered for years from chronic catarrh. I tried Ely's Cream Balm. Relief was instantaneous, and has already resulted in an almost complete cure. S. M. Greene, bookkeeper, Catskill, N. Y.

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The author was a pupil of Mr. Page. He was the President of the N. Y. State Teachers' Association in 1870-80; is a popular conductor of Teachers' Institutes, and has spent his life in educational work. The volume is a capital one, and will be of practical service to any teacher. It covers a different field from any other. Price \$1.50.

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Brook's Normal Methods.

This volume, prepared by Edward Brooks, Principal of the Millersville Normal School, Pa., is another volume of great merit. It is sufficient to say that Mr. Brooks is a remarkable teacher and that his book is attracting attention as a practical guide for a thoughtful teacher.

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(In press; ready Nov. 1.) By Joseph Payne. This is a reprint of the English edition, and contains the most valuable of the lectures. This is one of the best works on the science and principles of teaching. The price of one edition is only \$1.00 in cloth, 50 cents in paper. There is another reprint which is complete. We can furnish that, if desired, for \$2.00, postpaid, but ours has all of Payne you will care to own.

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HOW TO REMOVE A TIGHT RING.—A novel method of effecting the removal of a ring which has become constricted around a swollen finger, consists simply in enveloping the finger with a length of flat India rubber braid, such as ladies make use of to keep their hats on the top of their heads. This should be accurately applied—beginning, not close to the ring, but at the tip of the finger, and leaving no intervals between the successive turns, so as to exert its elastic force gradually and gently upon the tissues underneath. When the binding is completed, the hand should be held aloft in a vertical position, and in a few minutes the swelling will be perceptibly diminished. The braid is then taken off and immediately reapplied in the same manner, when, after another five minutes, the finger, if again rapidly uncovered, will be small enough for the ring to be removed with ease.

Expressmen Liable.

MR. A. S. MERRILL, the popular expressman of Brunswick, Me., writes us on May 15, 1883, as follows: "Having been severely afflicted for about two years with inflammation of the kidneys and bladder, so called by my physicians, I suffered with distressing pains in my back and retention of urine, caused by a stoppage of the neck of the bladder, and a complication of other diseases. I was hardly able to attend to my business, and at times would be completely prostrated. I was also affected with incontinence of urine to an alarming degree; indeed, it demanded my attention fifteen or twenty times per night, and at times it would seem impossible for me to ride down to the depot on my wagon, for every jar from the wagon would almost seem to take my life. Having failed to obtain relief from my doctor, I finally consulted our druggist, Dr. Merryman, of Brunswick, and requested him to furnish me with the most reliable and speedy cure for such sickness, for I was suffering too much for human nature to endure long. The doctor recommended me to use Hunt's Remedy, as it had been used with remarkable success in a good many cases in Brunswick and vicinity. I purchased a bottle, and received such great relief that I continued, and had not used two bottles before I began to improve beyond my expectations. The pains in my kidneys and loins disappeared. I gained strength, and my water began to pass naturally, and I was able to sleep soundly, and obtain the greatly needed rest which for a long time I could not. I am fully restored to health, and can attend to my business. Thanks to Hunt's Remedy for my restoration, and I highly recommend it to all who are troubled with kidney complaints."

COULD NOT LIFT A POUND.

The above are the words of Mrs. Harriet Bailey, of Putnam, Conn. She writes May 3, 1883: "I have been troubled with kidney and liver disease for two years. I suffered severely in the back and loins. Before taking your wonderful medicine, Hunt's Remedy, I could not lift a pound. After giving it a fair trial, I began to improve, and can now truly say it was a 'Godsend to me,' as I am now able to do my household work and enjoy the best of health. I have recommended Hunt's Remedy to two of my neighbors, who have been greatly benefited by it. This letter I send voluntarily, with the hope that it will be the means of inducing some sufferer to use Hunt's Remedy, and be cured as I have been."

"PA, is it right to call a man born in Poland a Pole?" "Of course, my child."

"Well, then, if a man is born in Holland, is he a Hole?"

Don't die without an effort. Heart Disease cured by Dr. Graves' Heart Regulator. Price \$1.50 per box.

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"MOTHER SWAN'S Worm Syrup" for feverishness, restlessness, worms, constipation, tasteless. 25c.

DR. SCHENK'S PULMONIC SYRUP, SEAWEED TONIC, and MANDRAKE PILLS.

As the proprietor of these medicines I conscientiously offer them to the public as safe, reliable and certain remedies for the Cure of Consumption, and with equal confidence as almost a specific for those morbid conditions of the body, which, if neglected, are apt to terminate in fatal diseases of the lungs. I claim that the use of my remedies will cure Consumption.

I do not claim that the disease can be cured after the lungs are destroyed, for no medicine can create new ones; but I maintain that the first stages of Consumption are curable, even when the lungs are partially decayed. When one lung is sound I am almost certain of making a cure, if the patient will take proper care of himself and follow my directions.

It may be asked, "How is it that you can know so much about this disease, and pretend to cure it, when so many educated physicians, who have made a study of it for years, pronounce it incurable?"

The question is a fair one, and shall be fairly answered: I do not claim to know more than other physicians about the causes, nature and history of Consumption. I suppose that my views on these points would be found to agree with those of most educated and intelligent physicians. We should agree that while the final cause is obscure—in other words, while it is not possible to say why Consumption selects this or that person as a victim—yet the predisposing causes are: 1st, Inheritance. Consumption is hereditary in a wonderful degree. One parent very often entails it upon the offspring, and both still more frequently, so that whole families are often swept away, and hand the predisposition down to their children.

2d, Cold. By this we do not mean those changes of weather which often produce inflammation; but long-continued and steady cold, so that a condition of debility is produced. Indeed, whatever tends to produce long-continued debility will, in some persons, generate Pulmonary Consumption. Prominent among these influences are insufficient diet, living in an unwholesome air, sedentary habits, grief, anxiety, disappointment, whether of the affections or in business, and all other depressing emotions; the abuse of mercury and the influence of weakening diseases. I also agree with the best doctors as to the manner in which the lungs become affected. Pulmonary Consumption is also called Tuberculous Consumption, by which we mean the disease of the lungs caused by tubercles. A tubercle is a small, roundish body, which is deposited in the substance of the lungs by the blood. This is the beginning and first act of the disease. Many of these are often deposited at once. Each one undergoes several changes. After producing inflammation of the parts of the lung next to it, it ends in ulceration, opens a passage into the bronchial tubes, and passes out at the mouth by spitting. The place where the tubercle grew and ripened now becomes a cavity, and where there are a great many tubercles, of course they make a great many of these little cavities, which gradually unite and leave great holes in the lungs. Unless a stop can be put to this process, it will go on until the substance of the lungs is consumed and death ensues.

Of course I agree with the faculty upon the symptoms and course of the disease; the short, dry, hacking cough, so slight at first, but gradually increasing; then shortness of breath, a quickening pulse, then feverish sensations, flushing of the cheeks and heat in the palms of the hands and soles of the feet; the slight but growing emaciation, with feeble appetite, hemorrhages, increasing cough, disturbed sleep, fevered tongue, loss of appetite, then expectoration of softened tubercle in the shape of small lumps of yellowish, cheesy, or curdy matter; hectic fever, brilliant eye, chills, night sweats, sharp pains in the sides, increasing emaciation and debility, disordered stomach and bowels, diarrhoea, nausea, swollen extremities, hollow cheeks, sunken eyes, weakness so great that expectoration is impossible; then death, bringing welcome relief from the tortures of this horrid monster.

Now, as I have said, I mainly agree with the medical faculty on these points. But when we come to the treatment of the disease I differ from it totally. The doctors believe Pulmonary Consumption cannot be cured. Therefore they do not try to do anything more than to smooth the patient's path to the grave, and seem quite reckless of the medicine they give, so that the patient is kept comfortable and easy, even if his life is shortened. As soon as tubercles begin to appear in the lungs of a patient, it is a common practice with many leading physicians to begin dosing with whiskey in increasing quantities, until the ravages of excessive dram drinking are added to the ravages of the disease; I have yet to hear of a single case of Consumption which was cured by stimulants. I can say the same of Cod Liver Oil. Many physicians send their patients away from home on distant voyages, to Minnesota or Florida—anything or anywhere, so that they may die easy. For they do not pretend to cure, and they have no remedies which will do so. Now I say not only that diseases of the lungs can be cured, but that my medicines do cure them. The proof is, that by their use thousands of Consumptives have been and are now being cured by them.

The whole science of medicine is based on experiments. We cannot by any process of reasoning decide that any particular medicine will help or cure any particular disease. How was it found that Quinine will cure Chills and Fevers? Why, by trying one thing after another, until experience demonstrated that it was a specific for that disease. In just that way the knowledge was gained of my remedies, which are almost a specific in diseases of the lungs.

Pulmonary Consumption is hereditary in my father's family. His father, mother, brothers and sisters died of it, and he had reached almost the last stages of the disease when he was providentially led to experiment with the articles which are incorporated in these medicines. He was cured by them, and lived a strong, healthy man for over forty years after his recovery. What cured him has cured thousands of others all over the country.

These results are not accidental. There is no such thing as accident in nature.

Whatever may be the cause, the origin of Pulmonary Consumption is in the blood. Whenever, from any of the predisposing causes which I have just now mentioned, the blood becomes degenerated, it begins to make tuberculous deposits in the substance of the lungs. This must be stopped, or death will surely follow. It will not be enough to get rid of the tubercles already deposited, and heal up the sores already made, but something must be done to stop further deposits. What shall that be? The regular faculty say nothing can be done. I say purify, enrich, and tone up the blood, until it becomes so healthy as no longer to make tubercles. Can this be done? Yes. How? By the easiest and most natural way in the world. Take a man who shows to the experienced eye, by many infallible signs, that Consumption has set in. He is feeble and without appetite. Now, see what I intend to do:

First, I propose to cleanse his stomach and bowels of their dead, stinky, clogging matter. This I shall do with my Mandrake Pills, which are the best cathartic pills in the world. They contain no calomel or other minerals, only vegetable matter. They evacuate the stomach and bowels gently but thoroughly, and do not weaken or gripe. They act like magic on the liver, rousing it out of its dull, torpid state, and promoting a full, free flow of healthy bile, without which there can be no perfect digestion. Now that the stomach and bowels are cleansed and ready—what next? Create an appetite. This I do by my Sea Weed Tonic. The effect of this medicine is wonderful. Unlike a temporary stimulant, which by reaction lets the organs affected sink lower than before, this not only tones up the stomach, but keeps it toned up. The natural craving for food returns in all its force, so that we have now a stomach hungry for food, and a digestive apparatus ready to make way with it. What next? Any one can answer that question. Put into that hungry stomach an abundant supply of nutritious food to be converted by the strange chemistry of digestion into rich red blood. This will stimulate the heart into stronger action, and it will pump a fuller current out through the arteries; healthy blood will take the place of the thin, blue, flattened fluid in the veins, and soon a circulation will be established which will flow through the lungs without making any unhealthy deposits; strength and flesh will increase, and the bad symptoms steadily diminish. At the same time use my Pulmonic Syrup; it is the best expectorant known. It blends with the food, and through the blood goes directly to the lungs, attacks and loosens up the yellow, foul stuff left there by the ripened tubercles, and strengthens and stimulates the bronchial tubes and coatings of the air-passages until they get strong enough to lift it out and expel it by expectoration. Then the lungs get over their soreness and have a chance to rest and heal.

So you see that I have not only shown that my medicines do actually cure consumption by experiment, but it also seems plain that they, or something like them, would, from the nature of the case, do so.

For a full description of consumption in all its various forms, and also Liver Complaint and Dyspepsia, those great forerunners of Consumption, see my book on "Consumption and its Cure." This book also contains the history of hundreds of cases that have been cured in all parts of the country. I send it free, postpaid, to all applicants. Address

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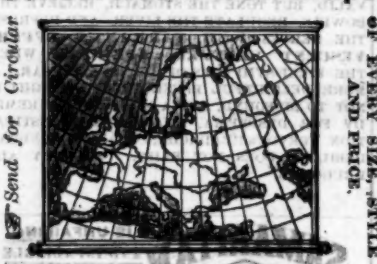
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